

FALL 2005

The Exeter Bulletin

SPECIAL ISSUE

100TH ANNIVERSARY

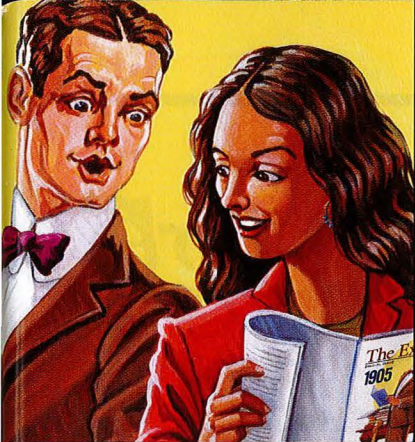
1905

2005



A Century of Change, a Century of Tradition

THE BULLETIN CELEBRATES ITS CENTENNIAL



The Exeter Bulletin

VOLUME C I, NO. 1 FALL 2005

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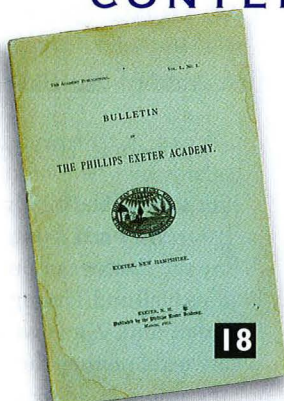
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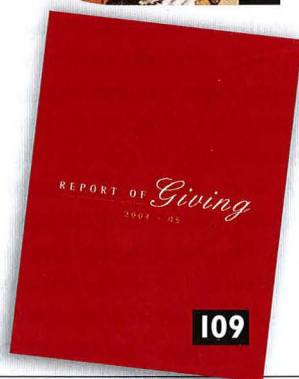
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10% POST-CONSUMER CONTENT



The More We Change, The More We Remain the Same

🍷 Lessons learned
about Exeter while reading a
century's worth of *Bulletins*.

By Beth Brosnan
Editor

Just how much has Exeter changed since the first issue of the *Bulletin of The Phillips Exeter Academy* was published 100 years ago?

For starters, the building in which I sit, Jeremiah Smith Hall, had not yet been built, nor had most of the buildings that define the Exeter campus today: the fourth Academy Building, Phillips Hall and Thompson Science Building; dormitories like Langdell and Wheelwright, Amen and Webster, Cilley and Wentworth; neither the Davis nor the Class of 1945 libraries, not the music building nor the theater, and next to nothing of the present athletic complex.

While the buildings of Exeter have changed, the people who study, play and live inside them have changed even more. In the fall of 1905, Exeter was a school of 443 boys taught by a faculty of 20 men, an all-male institution that was also almost entirely white and Protestant. Today's Exeter is diverse in almost every conceivable way: its 1,056 students (on campus and off), 49 percent of them female, come from all over the United States and from 25 foreign countries, and they are taught by a 194-member faculty (both full and part time), 46 percent of them female. At first glance, these two Exeters seem like completely different schools.

But only at first glance. If our work on this centennial issue of the *Bulletin* has shown us anything, it's how, amid a century's worth of growth and change, Exeter has remained true to itself, to its founding principles, its fundamental character. Ideals that John Phillips articulated in his Deed of Gift—a lifelong pursuit of knowledge and goodness, and the genuine effort, both mental and spiritual, such a pursuit entails—recur again and again in the *Bulletin's* pages.

Take this observation from the *Bulletin's* founding editor: "One characteristic it seems always to have had: like that greatest of teachers, experience, Exeter has always kept a hard school," wrote John C. Kirtland in a 1929 issue. "Obligation is the very quality of our being." His sentiment was echoed in the summer 2005 issue of the magazine in a commencement address by the senior class president. "From Day One, Exeter has pushed us to the limits of our being," said Kirk Bansak '05. "We have read much and we have discussed much around our Harkness tables, but more than anything, we have been challenged to think. Every day we have been challenged to think."

Exeter asks much of every Exonian. It pushes, it challenges, it sometimes overwhelms. "You will dream about this place," writer Gore Vidal '43 remarked in a 1981 assembly talk, a comment that drew rueful laughter from students, some of whom had

probably already had nightmares about showing up for class unprepared, wearing ratty pajamas. Judging by comments in the Class Notes section, some alumni/ae are still haunted by this dream.

Yet wending my way through a hundred years' worth of *Bulletins* has taught me that while it sometimes overwhelms, more often Exeter inspires. It encourages, it exhilarates, and, as Lois Beckett '05 observed in an essay in the spring 2005 *Bulletin*, it provides "a sense of purpose" that many Exonians carry throughout their lives, along with the profound friendships they formed in the process. "When John Phillips said that the Academy should teach 'the great end and the real business of living,' this, I think, is what he meant," Beckett wrote. "And if that were the only thing I had learned in the past three years, it would be more than enough."

Like the school it chronicles, the *Bulletin*, too, has seen its share of outward change. The first issue was small in size and page count, devoid of photos and illustrations, but elegantly written and downright prescient in its understanding of the *Bulletin's* role:

"The publication of the Bulletin of the Phillips Exeter Academy has been undertaken by the Trustees as a means of bringing the alumni in closer touch with the school and with one another. It is expected that three kinds of articles will find a place in its pages: first, reports of action by the Trustees and the Faculty and such other information concerning the progress, the problems, and the needs of the school as usually appears in official publication; secondly, more intimate accounts of school happenings; and thirdly, news of the 'old boys.' Success in the last particular will depend upon the measure in which the alumni contribute news of themselves and their brethren."

The phrase "mission statement" is another thing that did not exist in 1905, and yet rereading this paragraph a century later, we were struck by how well these words (amended to include "old girls" as well as boys) describe what the magazine continues to do. Today's *Bulletin* covers much the same beat as the first issue, though we have the luxury of a larger and longer format, and many color photographs to help us tell the story.

Because one of the qualities that Exeter inspires is loyalty, much of that story—an average of 40 to 50 pages per issue—unfolds in the Class Notes section, the work of our 100-plus

Bulletin of The Phillips Exeter Academy.

MARCH, 1905.

THE BULLETIN.

The publication of the BULLETIN OF THE PHILLIPS EXETER ACADEMY has been undertaken by the Trustees as a means of bringing the alumni into closer touch with the school and with one another. It is expected that three kinds of articles will find a place in its pages: first, reports of action by the Trustees and the Faculty and such other information concerning the progress, the problems, and the needs of the school as usually appears in official publications; secondly, more intimate accounts of school happenings; and thirdly, news of the "old boys."

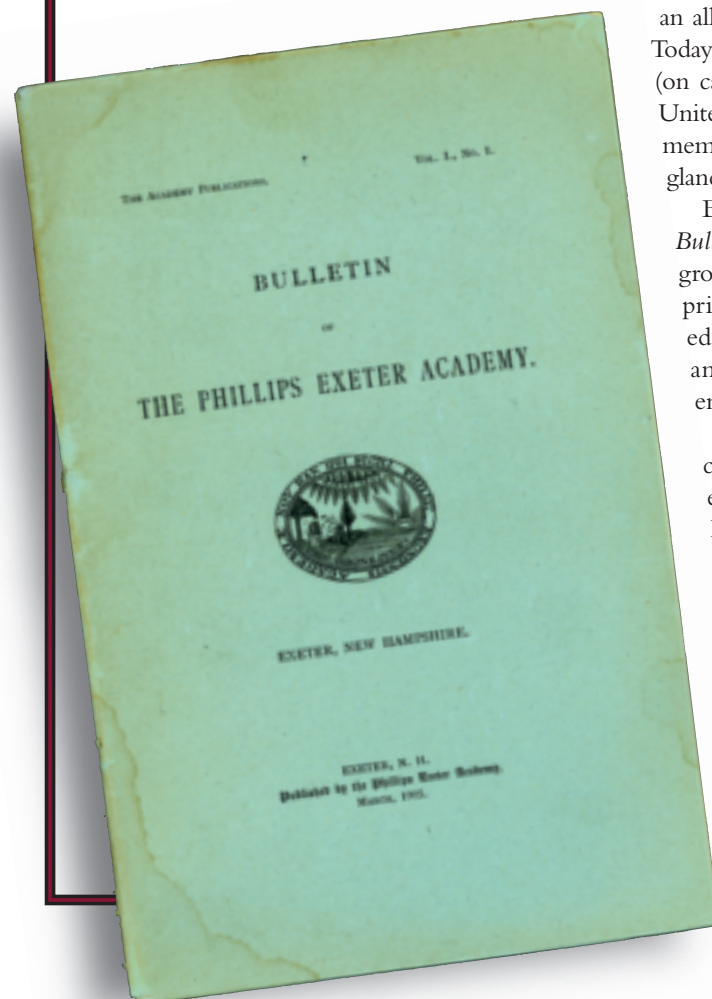
Success in the last particular will depend upon the measure in which the alumni contribute news of themselves and their brethren. Class secretaries can help by entering into correspondence with the members of their respective classes and publishing in the BULLETIN the results of this correspondence in the form of class reports. It is hoped that all classes of which any members are living will see to it that they have permanent secretaries to perform this duty.

The BULLETIN will be sent to all alumni whose addresses are known, and any who do not receive it regularly should report the fact. Information as to change in address, contributions for the September issue, and suggestions looking to the betterment of the work may be sent to John C. Kirtland, Jr., Exeter, N. H.

class correspondents (and of their veteran editor, Janice Reiter, who has overseen the Class Notes section for 28 years). Four times a year, the correspondents "bring the alumni into closer touch with the school and with one another," and provide a panoramic group portrait of Exeter's 21,065 alumni/ae that is wondrous to behold.

Along with tales of degrees earned, jobs held, families begun, honors bestowed and tragedies endured, what the Class Notes reveal is just how fully most Exonians live their lives, wherever their pursuit of knowledge and goodness has led them. Exeter helps shape these lives, but as Adrian Hopkins '02 wrote in the summer 2002 *Bulletin*, Exonians also "make Exeter what it is." Amid a century's worth of growth and change, this, too, remains unchanging: The Academy is continuously renewed by their intelligence and idealism, their energy and aspirations, and fortunately, so is the *Bulletin*. ■

The front cover
of the first issue

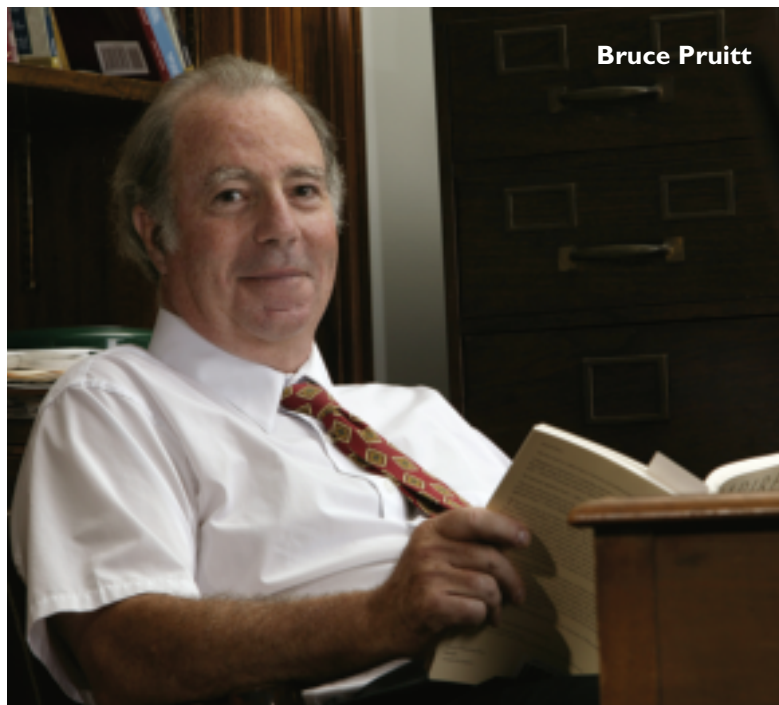


News and Events

BRUCE PRUITT NAMED FIRST STEYER DISTINGUISHED PROFESSOR

R. Bruce Pruitt, an instructor in history at Exeter since 1973, has been named the Academy's first Steyer Distinguished Professor. Pruitt, a graduate of Stanford University, also holds an A.M. from Harvard University. He has held the Cordingley Teaching Chair in History since 1993 and been the well-loved coach of softball since its inception in 1991. Pruitt is a graduate of Andover, where he decided to become a teacher, but claims the highlight of his education was seeing Exeter for the first time while playing in a club-level interscholastic basketball game in the old gym.

The Steyer Distinguished Professorship, which includes a professional development award, is one of two created by Tom Steyer '75 and his wife, Kat Taylor, who made an early leadership gift to The Exeter Initiatives. The gift was inspired by Steyer's appreciation for both the outstanding teachers he had at Exeter and also the role they play in attracting strong students to the school. The Faculty and Staff Initiative seeks to endow 29 faculty positions at all levels of experience in order to ensure that Exeter will continue to attract teachers who meet the school's high standards for teaching and mentoring in a residential environment.



Bruce Pruitt

BRIAN CROWLEY (3)

OTHER PROFESSORSHIPS ANNOUNCED

This fall three members of the faculty started the year with new professorships.

Richard Schubart '79 (Hon.), a former director of admissions and an instructor in history since 1973, was awarded the Bates-Russell Distinguished Faculty Professorship. Established in 1999, the professorship supports a teacher who "will engage in special initiatives for continuing improvements of educational and residential curriculum." Schubart concluded five years as the chair of his department at the end of the winter 2005 term, and finished the school year as the director of the Washington Intern Program. He holds a bachelor's degree from Kenyon College and a master's and Ph.D. from the University of New York at Binghamton. He has served on the boards of The Association of Boarding Schools (TABS) and the Secondary School Admission Test (SSAT) and was honored with a Brown Family Faculty Fund Award in 2000.

Vicki Baggia, who teaches French, German, Spanish and Italian, is the new Wheaton J. Lane '21 Bicentennial Professor in the Humanities. Baggia earned a B.A. from Brandeis University and an M.A. from Harvard. A member of the department of modern languages since 1982, she was the recipient of a Brown Family Faculty Fund Award in 1997.

Margaret Foley, instructor in history, is the new Raymond W. Ellis Instructor, a five-year appointment made to a "promising, young, just tenured teacher, who has already made substantial contributions to a department and the life of the community." Foley, who received her B.A. and M.A.T. from Boston University, joined the Academy faculty in 1999. She received the 2002 Charles E. Ryberg Award.



Rick Schubart

BILL TRUSLOW



Vicki Baggia



Meg Foley



Our Back Pages: What's in a Name?

The summer 2000 *Bulletin* reported the establishment of the Bates-Russell Distinguished Professorship, created by Jane and George Russell '50 to honor their longtime friend Bob Bates '29, and to recognize Bates' influence on the life of the Academy. In all, the Academy has 37 endowed professorships. The oldest, created in honor of Woodbridge Odlin, was given for the first time in 1876 to Albert C. Perkins, instructor in English. The professorship is now held by Nita Pettigrew. Professorships honor respected principals, teachers, parents and alumni/ae.

NEW TRUSTEES APPOINTED

When the trustees of the Academy met this October they welcomed two new members: G. Thompson “Tom” Hutton ’73 and Eunice “Nicie” Johnson Panetta ’84.

At Exeter, Hutton lived in Peabody, was captain of the Ski Team, and also played lacrosse and club water polo. He is a member of the Campaign Steering Committee. He has served on PEA’s investment committee and was the major gift chair of his 30th reunion in 2003.



Tom Hutton ’73

Hutton attended Stanford, receiving his B.A. with honors in economics in 1977 and an M.S. in mechanical engineering in 1978. Following Stanford, he worked as a designer and builder of commercial fishing vessels in Seattle and San Diego, and operated his own commercial salmon fishing boat in Alaska each summer for six years. In 1982, he moved to Taiwan to open a shipbuilding company for his American employer, and left in 1984 to attend Harvard Business School. After receiving his M.B.A. in 1986, he joined McKinsey & Company as a management consultant, and worked out of its Los Angeles, San Francisco and Amsterdam offices.

Hutton left McKinsey in 1990 to become the CEO of a small Silicon Valley software company called Risk Management Solutions, which soon became a leading supplier of software and analytic services to the insurance and reinsurance industry throughout the world. Today, he manages his own firm, Thompson Hutton LLC, providing funding and services to venture capital and private equity firms and their portfolio companies. He serves

as chairman of three small software companies and is a director of Montpelier Re Holdings Ltd., a reinsurance company in Bermuda, and Safeco Corporation in Seattle.

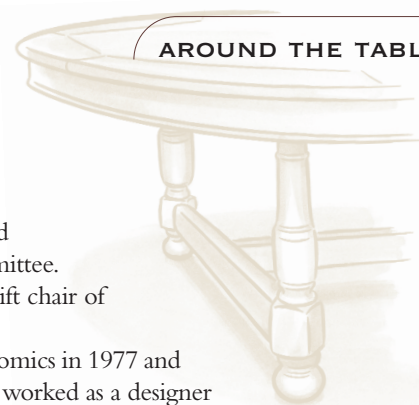
He is married to Wende Sawyer Hutton, who is a venture capitalist in Silicon Valley, focused on health care. They live in Atherton, CA, and have two children, Cam, 13, and Rachel, 10.

A four-year student at Exeter, Panetta was a proctor in Hoyt Hall as well as a dorm committee representative and a member of ESSO.

She has since served as an elected member of Exeter’s General Alumni/ae Association, as an adjunct member of the Academy’s investment committee and as a major gift chair for her 20th reunion. She now serves as one of the vice chairs of The Exeter Initiatives Campaign.

Panetta earned her A.B. from Harvard and an M.B.A. from the F.W. Olin School of Business at Babson College. From 1995 to 1997, she followed software and Internet stocks for Tudor Investment Corporation in Boston. At Pequot Capital Management in Westport, CT (and its predecessor firm, Dawson-Samberg Capital Management), she led the firm’s research effort in software and Internet-related companies from 1997 through 1999. Today she is the founder and president of her own hedge fund firm, Boston-based Kaintuck Capital Management. She also serves as chairwoman of the board of the Academy of American Poets.

She lives with her husband, Jay Panetta, a recently retired professor of music at Wellesley College, and their daughter Grace, 7, near Boston.



1905



2005

Our Back Pages:

A First Baseman Turned Trustee

In its first year of publication, the *Bulletin* had happy news to report when trustee George Plimpton, class of 1873, donated “new playing fields of nearly twenty-five acres [that] lie between Court street and the river.” Plimpton was the youngest of four brothers, each of whom attended Exeter and “played first base on the Academy nine.” Six years later, Plimpton gave the Academy an even larger gift, “the fields beyond,” a tract of over 350 acres that includes the Academy Woods and is now home to Phelps Stadium.

The spring 1948 *Bulletin* featured a lengthy tribute to Thomas Lamont—the chairman of J.P. Morgan, a distinguished statesman and, for close to three decades, an Exeter trustee—who died on February 2 that year. “A realist with ideals” is how his close friend and colleague Principal Lewis Perry once described Lamont, adding, “Two boys who entered Exeter in the fall of 1884 have rendered the greatest service to the school, Thomas W. Lamont and Jeremiah Smith, Jr. No school or college ever had better trustees.”

Trustees Thomas Lamont and Jeremiah Smith, both class of 1888, in a picture taken at their 40th reunion in 1928.



George Plimpton, class of 1873, was a trustee of the Academy for 32 years.



‘A DOOR HAS OPENED’

EXETER FACULTY MEMBERS REFLECT ON
THEIR THREE-WEEK STUDY TOUR OF CHINA

By Johanna Maranto

Ask the 16 Exeter faculty members who took part in a three-week study tour of China this past summer to describe the experience, and they speak with a single heartfelt voice. It was, they agree, “amazing,” “incredible,” even “overwhelming.” It was also, they add, among the most enriching experiences of their professional lives.

“The longer I’m back home,” says English instructor Jane Cadwell, “the more I realize the depth and breadth of the experience. It helped me as a teacher to be a student.”

Before the trip, says English instructor Lark Hammond, “China to me seemed very abstract and very far away. Now it feels very real and manageable—except for the language, which poses a hurdle to deeper connections and understanding. I know better now what I’m curious about, including the role of women as China moves into the 21st century.”

The June 21 to July 14 trip was sponsored by the East-West Center (EWC), an education and research organization based in Honolulu. EWC seeks to strengthen ties between the United States and countries in the Asian Pacific region, and to increase Westerners’ understanding of Asian history and culture.

Instrumental in arranging the program was Philip Loughlin ’57; ’76 (Hon.), a former Academy trustee who now serves on the EWC board. Loughlin previewed the faculty’s itinerary on a preparatory trip to China last spring and then accompanied the actual study tour, which EWC administrators tailored to meet the group’s interests.

“If a student goes to China,” notes Loughlin, “that student benefits from the experience. If you take a teacher to China, there is a great magnifying impact.” Having a group of teachers from a single institution traveling together, sharing ideas on how best to bring their experiences into their classrooms, should, Loughlin adds, magnify that impact even more.

The trip was further enhanced by extensive

support from Exeter alumni/ae and parents. In all, the group attended 25 different seminars and presentations, beginning in Honolulu with a three-day immersion in Chinese history, philosophy, religion, politics, economic development, family and the Cultural Revolution. David McCraw, father of Cliff McCraw ’02 and a professor of East Asian languages and literature at the University of Hawaii, spoke with the faculty about Chinese literature.

That same level of alumni/ae support and enthusiasm continued as

the group traveled to Beijing, Nanjing and Shanghai, where Harold Brown ’74, Exeter’s director of alumni/ae affairs, organized a series of receptions. In Beijing, Mary and Gee Pei ’72; P’06, P’09 hosted a traditional Chinese dinner with their extended family. “We heard over and over from alums, ‘We’re so glad the Academy is doing this,’” says Lundy Smith, an English teacher.

Alumni/ae who live and work in China shared their insights into the rapidly evolving country. Architect Chris Choa ’77 offered a detailed analysis of Shanghai’s dramatic development boom, explaining the historical significance of the city’s architecture and the ways that culture and religion can dictate contemporary building codes—including a requirement that building entrances be situated on a north-south axis, regardless of practical considerations.

The juxtaposition of old and new was a constant theme, and one that defines contemporary China. A dinner in Shanghai hosted by Ming Chen ’85 was held in an elegant club that was once, in a very different era, the British Consulate. From excursions to the Great Wall to forays into city shopping districts jammed with knock-off Rolex watches and Gucci bags, the Exeter faculty experienced this dichotomy firsthand.

For history teacher Bill Jordan, that was especially true of



Trip participants included (from left) Lundy Smith, Liz Katz, Denis Brochu, Jane Cadwell, Joseph Reiter (seated), Betsy Stevens, Mark Delaney, Jeanne Allen, Tom Ramsey (partially hidden), Phil Loughlin ’57, Barbara Eggers, Rob Morris, Karen Burgess Smith, Ming Fontaine, Bill Jordan. Not shown: Matt Brenner.



Eggers and Fontaine presented Loughlin with a thank-you note from the group: a hand-painted scroll.



Alumni/ae like architect Chris Choa ’77 shared their insights into the rapidly evolving country.

PHOTOGRAPHS BY KAREN BURGESS SMITH



Visits to three schools offered the faculty a firsthand look at the Chinese educational system.

pajamas. Their sinks are outside. They've set up storefronts every 10 feet. At one stand people are buying live fish from basins. Next to that, a young girl is washing her hair and someone else is plucking a duck. People live *and* work there."

That neighborhood will soon disappear, both victim and beneficiary of modernization, as urban China trades its old ways for new. "What's going on in China right now went on in America 100 years ago," says Jordan. "It's right there in front of you. These neigh-



China's tremendous growth has had its consequences, including significant air and water pollution.

borhoods remind me of descriptions of New York City during the Industrial Revolution." That revolution could be glimpsed in a visit to the Practical Skills Training Center for Rural Women, where teenage girls plucked from rural poverty are trained as waitresses, hairdressers and word processors. The visit was arranged by Phyllis Chang '75, a former program officer with the Ford Foundation and the founder of China Law and Development Consultants, which supports nonprofit development work and citizens rights. "For me," says Lark Hammond, "that was one of the most moving places we visited. The school's president, Wu Qing, was a very powerful, impressive woman, but it was clear that her passion for her work on behalf of women was motivated by love. That was evident everywhere at the school, especially in the faces of the students, who cling with a fierce joy to this chance to escape a life of poverty and subservience."

In Nanjing, the group took an eye-opening tour of a recently

constructed factory on the city's outskirts. There, workers squatted on dirt floors, hand-assembling cast-iron meat grinders. Other workers machined parts without safety goggles or, despite the considerable din, protective headphones. Nor was the tin-roofed plant air-conditioned, even though outdoor tem-

peratures climbed to 100 degrees. Yet most reports indicate that workers accept such conditions as a tradeoff for a reliable source of income. Health and safety are not the only issues awaiting attention as China hurtles into the 21st century. "Economic growth has significantly improved the quality of life and standard of living for a significant portion of the population," notes science instructor Betsy Stevens. "But the question is whether China can maintain such growth without catastrophic environmental consequences." Car ownership has increased dramatically in China, and city streets once crowded with bicycles are now jammed with cars. The faculty's Shanghai itinerary included a tour of a GM plant, which employs three shifts of 1,000 workers each to keep up with the relentless demand.

Except for when crossing the perilously crowded streets, Dean of Faculty Barbara Eggers says the group felt quite safe throughout their trip. They also benefited from Chinese hospitality and courtesy, like the time Eggers had trouble purchasing a calling card and a Chinese woman stepped forward to offer her the use of her cell phone. Unable to find a taxi after attending the Peking Opera, Jane Cadwell and her three faculty companions stopped at a gas

(continued on page 106)

AROUND THE TABLE



Our Back Pages: Principal O'Donnell Visits Asia



Another door to the East opened in 1995 when Principal Kendra Stearns O'Donnell (center) became the first Exeter principal to visit Asia on an official Academy trip, as reported in the fall 1995 *Bulletin*. Together with James Theisen (second from right) and Anne-Marie Samway (right) of the alumni/ae affairs and development office, O'Donnell traveled to Hong Kong and Korea, meeting with alumni/ae and parents, including Dr. Sang J. Kim P'95 (left) and Ambassador Joungwon A. Kim '56 (second from left).

China Trip

(continued from page 7)

station to ask for walking directions. Instead of directions, they got a ride from a Beijing resident who recognized their plight.

Visits to three Chinese schools gave the faculty a glimpse of the cultural challenges Asian students may encounter at the Academy. The schools the faculty toured featured lecture-style classes of 60 students who were attentive but largely silent—a marked contrast to the Harkness system, in which active student participation is encouraged, if not demanded.

“What aspects of the Harkness classroom might be familiar to and comfortable to our Asian students?” asks Jeanne Stern, head counselor at the Lamont Health and Wellness Center. “Where might there be obstacles? How might teachers understand a more reticent student?”

While the study tour is over, what the group learned will “continue to unfold over time,” says Eggers, as faculty members write reflections on their trip and make presentations to the trustees and their faculty colleagues. They will also discuss how all their China experiences might filter into Exeter’s programs. It’s a process that will necessarily take time and consideration, says Director of Studies Mark Delaney, himself a member of study tour. But, he adds, “a door has been opened.”

TABLE TALK WITH ACADEMY ARCHIVIST ED DESROCHERS

By Famebridge Witherspoon

The aging red scrapbook, its faded pages disintegrating with age, overflows with mementoes of a shy young man's schooldays. The student, Everett E. Harris '17, filled an entire album with tokens from his time at Exeter—snapshots, telegrams, old athletic programs, newspaper articles and hastily scribbled poems—and with keepsakes from girls he admired, including handkerchiefs, dance cards, photographs taken at school football games, and handwritten notes from years long gone by. The story that Harris' album tells is not only his own, but Exeter's as well.

Harris' scrapbook is shelved near an Academy catalog from 1814, the earliest extant record of Exeter's curriculum. Also nearby are copies of the original student literary magazine, first published in 1886; hand-tinted tintype student graduation photographs from the 1800s; various student diaries and letters; and even a pair of silver knee buckles that once held up the silk stockings of Exeter's founder, John Phillips.

These are just a few of the thousands of historical records and artifacts that make up the collection of the Academy Archives, located in two climate-controlled, locked rooms on the basement level of the Class of 1945 Library. While the Academy acknowledged the importance of keeping its historical records as early as 1904, it wasn't until the mid-1960s that a more formal archival program was established.

Since 1977, the keeper of all that Academy history has been Edouard L. "Ed" Desrochers '45 (Hon.); P'94, P'97, PEA's fourth archivist. "The function of an archivist is to collect and preserve official documents, records and other historical matter and then make them available for research," explains Desrochers, seated at a desk piled high with stacks of papers and books. What makes the work satisfying, he adds, is "learning that the past is alive and that it repeats itself." Whether it's the 18th century or the 21st, "Exeter students tend to write about the same things, and teachers tend to have similar concerns and desires." Case in point: a student letter written in 1795, which closes with the words "and please send money because I have to buy a pair of pants for class." Says Desrochers with a chuckle, "That shows that in at least some aspects, things at Exeter are still the same."

During his three decades at Exeter, Desrochers has steeped himself in Academy history, which he enjoys sharing with students, faculty, alumni/ae and parents, both in conversation and through regular historical exhibits he creates for the library. He is also the author of the "Chronology of the Academy," a succinct but invaluable outline of PEA history that can be found in the Archives section of the library's website (<http://library.exeter.edu/dept/Archives/chron.html>). To read the chronology is to watch a modest 18th-century school of just 56 students grow in size and stature and become the institution it is today. Desrochers admits a certain fondness for what some refer to as Exeter's "dark ages," a decidedly col-

orful period in the late 1800s when students' natural high spirits sometimes verged on lawlessness. "But there were also students who pushed for a lot of positive and valuable changes at the Academy," he notes, including the construction of Exeter's first gymnasium.

The faces of that era, and of subsequent generations of Exeter students, live on in the Archives thanks to a collection of several thousand visual images, from glass-plate negatives to digital photos. Not only are they evocative images, Desrochers points out, "many are also literally one-of-a-kind. That's why preserving them is so important."

Photographs have yielded up important pieces of the Academy's history, including the identity of one of the Academy's earliest known African-American graduates, Emanuel Sullavou, a member of the class of 1867 who went on to Harvard and a successful career as a lawyer in New Bedford, MA. Desrochers found a small portrait of Sullavou (which also bore his name) while rifling through period photos for another project, and the discovery enabled him and another researcher to learn the details of Sullavou's subsequent education and career. Another recent discovery was a photo of the 1881 baseball team, one of whose members is among Exeter's first Asian students: Kin Kwei Chin, class of 1883, who came to Exeter from Shanghai, as a participant in the Chinese Education Mission.

While the Academy Archives are open to the public as well as the school community, there are policies governing access to particular materials, including trustee and faculty records. About half of Desrocher's time as archivist is spent handling research requests, whether from professional historians doing research for a book or from private individuals. And then there was the time the White House called. The year was 1978, and a member of President Carter's staff was on the line, asking Desrochers to "confirm that *The Exonian* [which was observing its centennial that year] was the oldest continuously published student newspaper in the country. I told her it was. That was pretty exciting." *The Exonian* later received a signed letter from President Carter.

But if Desrochers spends much of his time immersed in Exeter's past, he also thinks a lot about its future. With the advent of computer technology, "archivists everywhere are now trying to figure out the best way to retrieve, manage and store important electronic documents," he says. He is also trying to educate those who produce the documents about the importance of archiving. "People have to be aware of the critical need to preserve documents from the time of their creation," explains Desrochers, a past president of New England Archivists, an organization of nearly 600 members. "An institution evolves because dedicated people continue to ask the question, 'How did we become who we are today?' The future of the Academy rests completely on how we record and preserve our history. And we're making a part of that history every day."



FRED CARLSON

THE 'PENDULUM' AT 50:

PEA'S LITERARY MAGAZINE SEEKS TO INSPIRE ART

BY EXHIBITING IT. | By Paul Capobianco '06 and Kelly Cho '06

AROUND THE TABLE



Though many Exeter nights are consumed by schoolwork, by research and analysis, teachers realize there must be other nights as well, ones consumed by work that is purely creative. There is a signature Exonian pride that comes with conquering a wave of work, but there is something about finishing a prose poem or a drawing that leaves the creator exhilarated as well as exhausted. Anything that encourages a student to enhance an idea, to taste life twice, to truly revel, is worth our care and attention. Exeter's *Pendulum* is one of these things.

Pendulum is a magazine that seeks to inspire art by exhibiting it. *The Pendulum* was founded in 1955, and since that time Exonians have made sure *Pendulum* bears the best of Exeter's creative efforts. Entirely student run, *The Pendulum* board reviews submissions and determines the magazine's content. Issues vary in length from 60 pages to more than 100, and feature original works—visual art as well as fiction and poetry—by several dozen student contributors. They sell for \$7 to \$15, and proceeds are used to help fund future issues.

The Pendulum published its first issue in 1955 (top), and continues to serve as an outlet for student writers and artists today. "There is something about finishing a prose poem or a drawing that leaves the creator exhilarated as well as exhausted," say this year's head editors, Paul Capobianco '06 and Kelly Cho '06.

On the first page of each *Pendulum* is a passage from Edgar Allan Poe's short story "The Pit and the Pendulum" (1842): "For the moment, at least, I was free." *The Pendulum's* founders likely recognized the pervasive desire of Exonians to free themselves from the stress of schoolwork, and to give voice to their literary and artistic talents. Poe's narrator frees himself with ingenuity, and *Pendulum* continues to celebrate the liberators of vision and imagination.

Exeter's first literary magazine, The Phillips Exeter Monthly (center), was founded in 1886, and later editors and contributors included the critic Dwight Macdonald '24 and the novelist, essayist and screenwriter James Agee '28.

This year, the intent is to pioneer. To raise *The Pendulum's* profile on campus, the board will host coffee-house-style readings and exhibitions. We also plan to publish an additional "remembrance" issue, reprinting exceptional works from prior issues.

The Monthly was succeeded by The Review (bottom), and over the years its impressive masthead included novelist Gore Vidal '43 and poet Donald Hall '47.

We hope to extend *Pendulum's* reach even further, encouraging alumni/ae to relive those times at Exeter when they experienced the freedom that creative work engenders, and reminding current students that they are part of a long line of talent. The intent is to foster connections, and inspire still more creativity—one of art's great gifts.

Subscriptions to *Pendulum* are now available by emailing either of the magazine's head editors, Paul Capobianco (pcapobianco@exeter.edu) or Kelly Cho (jcho3@exeter.edu). Please specify whether you would like a remembrance issue reserved as well. A more formal subscription notice will be forthcoming.



EXETER MATHEMATICS INSTITUTE SPREADS THE GOOD NEWS ABOUT NUMBERS

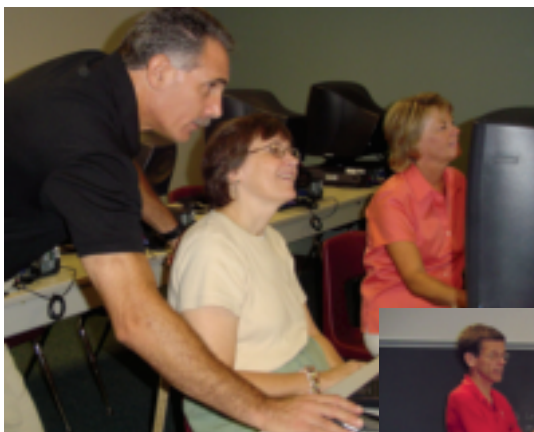
“What this program is really about is promoting good mathematics.”

That’s how mathematics instructor Eric Bergofsky describes the goals of the Exeter Mathematics Institute (EMI). Every summer since 1997, EMI has been on the road promoting good mathematics and innovative instruction to high school educators across the country, visiting more than 25 cities and helping over 2,000 teachers learn how to make mathematics more applicable to their students’ everyday lives.

EMI was founded in 1991 as an on-campus program, explains Bergofsky, the institute’s founder and director, but evolved into a traveling program to reach more teachers. The weeklong workshops offer an intensive exploration of the kind of hands-on, student-centered techniques and applications that define Exeter’s mathematics curriculum, which challenges participants to work through problems instead of simply memorizing answers.

Teaching new techniques often means changing the way teachers approach mathematics, but Bergofsky says the PEA mathematics instructors who make up the EMI teaching team—including Dave Arnold, Bill Campbell, Gwyn Coogan, Tony Greene, Rick Parris and Joe Wolfson—have faith in their methodology: “It’s a philosophy of how you can motivate 35 challenged students or 12 highly motivated ones. It’s the same system applied, no matter the student.”

Bergofsky considers EMI unique for several reasons: program



The goal of the Exeter Mathematics Institute, says founder Eric Bergofsky, is to offer high-school teachers around the country a weeklong immersion in the student-centered techniques that define Exeter’s mathematics curriculum.



Since 1997, EMI instructors like Rick Parris have visited more than 25 cities and held workshops for more than 2,000 teachers.

expenses have been covered entirely by foundation grants since 1991; each workshop is tailored by Bergofsky and school administrators to fit the district’s training needs and desires; and EMI does not promote products, computer software or learning materials.

EMI workshops focus on algebra I and II, geometry, trigonometry, and using the Geometer’s Sketchpad to integrate algebra and geometry. Bergofsky and his EMI instructors usually visit five cities per summer, but this past summer increased that number to six: Hampden, CT; Fort Worth/ Dallas, TX; Las Vegas, NV; Fort Lauderdale, FL; Katy, TX and San Diego, CA.

EMI is not, Bergofsky adds, right for every school district. “Selection is based on system size—not too big, not too small, with a sufficient level of teacher participation and interest, as well as school administration coordination. We want a successful workshop in every city we visit.”

Another plus, says Dave Arnold, is the fresh perspective EMI can offer. “A lot of teachers become locked into doing things one way,” he says, “and we offer them alternatives. Hopefully, we teach them that there isn’t just one way to teach.”

With EMI funding set through 2008, Bergofsky expects to be busy for several summers to come. “We can’t meet the demand because so many teachers today come into the classroom needing this kind of training,” he says.



Our Back Pages:

He Wrote the Book on Math

The September 1906 *Bulletin* carried an eight-page tribute to a legendary Exeter professor who, like the EMI instructors, also sought to promote good mathematics well beyond his own classroom. George Albert Wentworth (1835–1906) attended Exeter in the 1850s and, after completing his studies at Harvard, returned to the Academy in 1858 to begin a remarkable 47-year career as a professor of mathematics, administrator, trustee and author of a “series of nearly fifty text-books in mathematics [through which] he has reached almost a world-class.” Wentworth gave generously of his fortune as well as his intellect and time, using proceeds from sales of his text-books to endow a permanent mathematics fund and the Wentworth Professorship of Mathematics, a title now held by EMI instructor Rick Parris.



George Wentworth authored close to 50 math textbooks.

REPORT FROM TBILISI

WERNER BRANDES ON HIS VISIT TO THE AMERICAN ACADEMY OF TBILISI, AND THE CRUCIAL ROLE EDUCATION IS PLAYING IN GEORGIA TODAY.

By Werner Brandes '66, '84 (Hon.); P'84, P'86

Since my earliest school days, I have believed in and worked for partnership and cooperation, both on the local and international level. The fall of the Berlin wall opened up the possibility of new beginnings in countries previously under the Soviet umbrella, including Georgia, the birthplace of Stalin. If there was a way to help Georgian educators with the vast changes now sweeping their country into the 21st century, I was determined to do so.

Since the "Rose Revolution" in November 2003, Georgia has been able, for the first time in its long history, to think about building an independent social democracy, an effort supported by the United States and the European Union. Already, Georgia has become a beacon of political and economic progress and of modernization. But much work remains and, as always, education will have to carry the burden over the long haul.

This is where Exeter comes in. In 1931, Edward Harkness funded a new approach to education, acting on the faith that students and teachers could learn together by discussion and by doing, and the hope that this endeavor might benefit all mankind. I can't tell you how proud I am to have taught for four decades at a school dedicated to these principles.

In the years since Harkness made his gift, Exeter became not only a national high school, but also an increasingly trans-Atlantic and trans-Pacific one. In 2001, Donald Thomas, a former Exeter teacher and protégé of the legendary English instructor George Bennett '23, brought this same philosophy to the American Academy in Tbilisi (AAT), the independent, English-language high school he co-founded that year. Harkness in Tbilisi struck me as both a challenge and an opportunity, and as a Euro-American, I felt I had something to contribute.

I could also relate to this unique historic moment. I started first grade in the fall of 1945, when Germany was given a chance to extricate itself from totalitarian dictatorship and to confront the evil it caused during WWII and the Holocaust. Today, I am touched both by the global geopolitical importance of Georgia and the Caucasus area, and by the very real challenges the region faces. An hour's drive from Tbilisi is the birthplace of Stalin and a museum extolling his tremendous power and influence. To the north of Georgia is Chechnya, with its seemingly unending cycle of terrorism and counterterrorism. And yet the



This past winter, instructor emeritus Werner Brandes (right) spent a month at the American Academy of Tbilisi and then, come July, welcomed five AAT students (shown here with librarian Joanne Jones, left) to summer school: George Osepashvili, Revaz Margania, Salome Topuria, Ketikashvili, Salome Kanchvel.

Georgian government, assisted by many international organizations, is dedicated to conflict resolution. The Harkness method is already being practiced there daily.

I arrived in Tbilisi on February 2, carrying two suitcases full of books and CDs donated by the Academy Library. Home was a small apartment on the fourth floor of a Soviet-style housing complex. Each day I got up and took the minibus to AAT, where I visited classes in each department, concentrating on history, English and humanities, but also observing classes in Georgian, chemistry, physics and math. I attended Russian classes for several days and wrote an evaluation of the program and the three teachers.

There was also time to socialize with students and, more importantly, with the faculty, most of whom I had already met at the Exeter Summer School, where they had "prepped" before going on to
(continued on page 106)

1905



2005

Our Back Pages: Harkness in Tbilisi

The *Bulletin* first reported on the American Academy of Tbilisi in fall 2001, just as the Georgian school opened its doors to its first 50 students. But Exeter's association with the school actually began several years earlier, when Donald Thomas, AAT's founding principal and a one-time PEA faculty member, forged a partnership with the Exeter Summer School to help train future AAT faculty in Harkness-style instruction. Since that time, the Summer School has welcomed several dozen AAT faculty members and students. In December 2003, former Summer School Director Hobart Hardej and Bates-Russell Professor Peter Greer '58 traveled to Tbilisi to visit the three-year-old school, attending classes, meeting with faculty members and trustees, and "when speaking about Harkness," as Greer wrote in the summer 2004 *Bulletin*, "preaching to the choir."



A Harkness class at the American Academy of Tbilisi.

Tbilisi

(continued from page 11)

their M.A. work in education at Harvard and Simmons College. In the process, I had become a mentor and friend to many of

these teachers, and they appreciated the fact that I could connect them with both the United States and with Europe.

Watching the students, I was reminded that it takes time to fully appreciate the Harkness method. While many of the ninth graders were still bewildered by the process, the seniors I observed were very proficient. It was also clear how much they have come to value this new way of learning, as have their parents. The seniors' poise and thoughtful curiosity, coupled with their teachers' patience and laserlike precision, were inspiring to behold. Amid an educational system still struggling to shake off the influence of Soviet-era bureaucracy, with its required national lesson plans and supervisory strangleholds, AAT is a small miracle of independence, and a model for interdisciplinary learning and the humanities.

I left Tbilisi on March 2, too early to attend ATT's first graduation ceremony, which took place on May 27. It was a proud moment for AAT and for all of Georgia (so much so that Georgia's president, Mikhail Saakashvili attended). It was also a proud moment for Exeter. Two ATT graduates are now at Harvard on full scholarships, and others are attending various American, European and Russian universities. In June, having seen the school through its crucial formative years, Don Thomas retired and was succeeded by Richard Lussen of Northfield-Mt. Hermon, as part of AAT's long-term plan for an American school head and an American-trained, Georgian-born faculty.

Will Harkness in Tbilisi continue to thrive? I am sure of it. The faculty meets regularly around a (very big) Harkness table, and is already in the process of reviewing AAT's curriculum for the year 2009. And an effort is underway to build a new res-

idential campus. As for Exeter, I hope more of our teachers and students will have opportunities to participate in the evolution of this Harkness of the East.

Werner Brandes is the Lane Bicentennial Professor in the Humanities Emeritus. A member of modern languages department from 1964 to 2004, he was also the longtime director of the Washington Intern Program.

THE GREENING OF EXETER CONTINUES . . .

WITH A COLLOQUIUM ON ENVIRONMENTAL EDUCATION,
AND TWO NEW ENVIRONMENTAL SCIENCE COURSES



Environmental education was the topic of a four-day, on-campus colloquium attended by 14 PEA faculty members this past June: (front row, from left) Chris Matlack, Rich Aaronian, Amy Schwartz, Tara Misenheimer, Pat Leslie '97, Kathy Brownback, Alison Hobbie (with tortoise), Peter Greer; (back row) Mark Trafton, Professor Tom Wessels of Antioch New England Graduate School, David Weber, Brad Robinson, Tom Hassan, Betsy Stevens, Rick Parris, Hannah Hinchman, Marcia Wessels.

illustrator of illuminated field journals; and Kevin Mattingly, dean of faculty at the Lawrenceville School and holder of the Aldo Leopold Distinguished Teaching Chair in Environmental Science.

On our final afternoon, joined by the new Bates-Russell Professor, Rick Schubart, we reflected on the experiences of the four days and considered collectively what might come next. Among the suggestions that emerged: finding ways to keep our interdisciplinary connections alive; creating greater opportunities for environmental field work; designing an interdisciplinary course focused primarily on environmental concerns; and recognizing that an environmental education is in no way limited to the classroom.

A member of the Exeter English department since 1968, Peter Greer teaches a course called Literature and the Land.

BETSY STEVENS: ENVIRONMENTAL SCIENCE AND SOCIETY

This winter, I will be teaching a new course entitled Environmental Science and Society, which can be taken independently or as part of a three-term sequence that includes Ecology, a long-standing course taught during the fall term by biology instructor Chris Matlack, and Chemistry of the Environment, a new spring-term course taught by chemistry instructor Alison Hobbie. While they do not teach towards the exam *per se*, together the three courses serve as preparation for the AP Environmental Science examination.

Environmental Science and Society will examine such topics as human population, food resources, and urban land use and management. We will take an interdisciplinary approach to such issues as world demographics, genetic engineering, meat production, agribusiness, erosion, desertification, pesticide use, overfishing and urban planning for sustainable cities. Our readings will be drawn from current articles and books by leaders in the environmental movement, supplemented by an AP Environmental Science

PETER GREER '58 : A COLLOQUIUM ON ENVIRONMENTAL EDUCATION

From June 14 to 17, 14 PEA faculty members—five from the science department and nine from other departments and administrative positions—gathered to consider what might generally be called environmental education and its implications for Exeter's academic and residential curricula.

During our morning sessions, 11 of the participants took turns teaching classes drawn from their individual disciplines, each of which connected in some way with environmental education. In English instructor David Weber's class, for example, we discussed selections from the writings of Mary Oliver, Robert Frost, Annie Dillard and Henry David Thoreau. Biology instructor Chris Matlack taught us how to manipulate and interpret a computer simulation of the predator-prey relationship between wolves and moose on Isle Royale. Art instructor Tara Misenheimer introduced us to the "earthworks" of artist Andy Goldsworthy, then guided us in the creation of our own earthworks.

Three of our afternoon sessions were devoted to conversations with experienced environmental educators: Tom Wessels, professor of ecology and founding director of the master's degree program in conservation biology in the department of environmental studies at Antioch New England Graduate School; Hannah Hinchman, a natural historian and the author-



Our Back Pages: WWII Woodchoppers

During World War II, when many members of the PEA grounds crew were in the service, the task of forest management fell to the "Woodchopping Gang," a group of axe-wielding students who, under the watchful eye of English instructor Chilson Leonard (back row, left), helped cut trees and clear brush in the Academy Woods.



textbook. Labs and activities will include identifying genetically modified food through PCR analysis; performing soil analysis; visiting a local farm; running a simulated fishing business; conducting a debate; and gathering and presenting data from a U.N. database. For the first time at Exeter, students will be required to participate in a service-learning component, in which classwork will be linked with some sort of community action.

I am thrilled to have the opportunity to design and teach a course dealing with issues that have always been of special interest to me and that are extremely important to the future of the planet. I also think students are looking for more opportunities to explore current events that directly impact them. While Exeter has made significant progress towards becoming a more sustainable campus, the current curriculum offers few opportunities to explore the theoretical basis of our desired practices, something that I think most students and faculty would welcome.

Another aspect of Environmental Science and Society that I find particularly exciting is the service-learning component. Because there is little hope for sustainable communities without citizen action, I hope to instill in my students an appreciation for the phrase “Think globally, act locally”—and then give them opportunities to practice it. Not only will they participate in environmental service in the Exeter community, they will also, as a final project, turn their attention to their own hometowns, designing a plan to address a particular environmental problem there or a master plan for achieving sustainability. Perhaps students could take these ideas home with them and institute improvements in their own communities.

Biology instructor Betsy Stevens joined the Exeter science department in 2000.

ALISON HOBBIE:

CHEMISTRY OF THE ENVIRONMENT

Chemistry of the Environment is a new elective that will be offered in spring 2006. Open to uppers and seniors who have had a year of introductory chemistry, this 11-week course will present the chemical principles that underlie current environmental issues. Topics will include the Arctic ozone hole, photochemical smog, the greenhouse effect, fossil and alternative fuels, pesticides, and water treatment. Class time will be split between Harkness table discussion, sample collection in the field, and laboratory analysis, an approach that will allow students not only to learn the chemistry behind each issue, but also give them exposure to the methods scientists use to evaluate the chemical “health” of a natural environment.

This course was created as a complement to other environmental science offerings and in response to student demand. Many of our students are interested in environmental issues but want to learn more about the science involved in specific issues, be they chemical, ecological or technology related. Other students have a more general interest in the environmental sciences and hope to demonstrate an introductory proficiency in this discipline by sitting for the Environmental Science AP exam.

I am very excited at the prospect of teaching this course to interested students who have already completed a rigorous introductory course in chemistry. My background is in environmental chemistry, having received my master's in environmental science at the University of Virginia. Before coming to Exeter, I taught an environmental science course based on the suggested curriculum for the AP exam. I was discouraged by how little rigorous chemistry was necessary to complete the course; a student could do well with no more than a middle-school understanding of chemistry. In the new Chemistry of the Environment elective I will be able to challenge the students not only to understand the often complex chemical interactions involved in the creation of environmental problems, but also to evaluate the work of today's scientists before forming opinions on environmental issues.

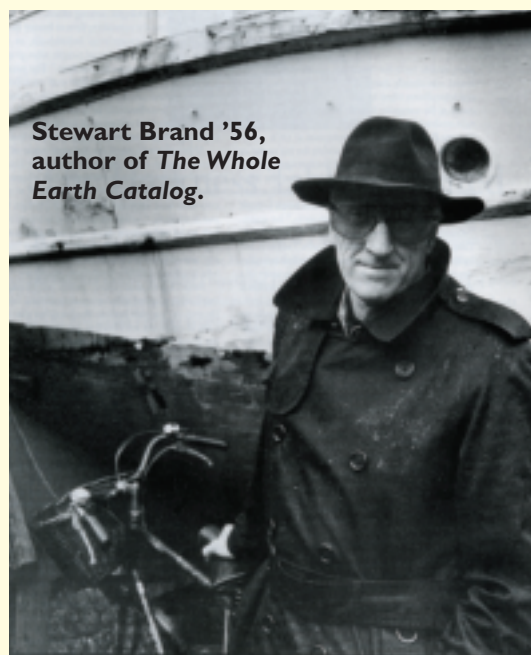
Chemistry instructor Alison Hobbie was appointed to the science department in 2001.



Our Back Pages:

The ‘Whole Earth’ in His Hands

The spring 1995 *Bulletin* featured an interview with Stewart Brand '56, “counterculture guru, author and futurist.” In 1968, Brand—a Stanford-trained biologist whose formative influences also included the Berkeley Free Speech Movement and friendship with the writer Ken Kesey—published



Stewart Brand '56,
author of *The Whole Earth Catalog*.

the first edition of *The Whole Earth Catalog*, a compendium of tools, resources and books that became a bible of the ecology and back-to-the-land movements. When the 1972 edition won a National Book Award, jurors described it as a “space-age Walden.”



NEW ACADEMY CENTER TAKES SHAPE

Progress continues both inside and out on conversion of the former Thompson Science Building into Exeter's first Academy Center, which is scheduled to open in spring 2006. The building now sports new entranceways, both front and back, and a completely reimagined interior that brings together a wide variety of campus-life essentials and activities—the Grill; the Post Office; an expanded day student center; office space for *The Exonian*, *The Pendulum*, WPEA and other student clubs and organizations; a 199-seat forum; and plenty of space for recreation and relaxing. (For more on the Academy Center, see the Report of Giving.)

Some changes you can't see, but which are nonetheless vital to the Academy Center's success: the top-to-bottom updates made to the building's mechanical, electrical and plumbing systems. In some respects, says project manager Guy Conrad, of PEA's facilities management department, "that was the most challenging part of the job, because older buildings don't have a lot of space for these things." The update required two solid months of planning and then, once the actual work was completed, Conrad notes with a chuckle, "it all gets covered by sheetrock and no one even realizes it's there!"

CORRECTIONS

We have three mistakes to clean up from the summer 2005 *Bulletin*: Nat Butler, who received the 2005 Founder's Day Award for his sustained and exceptional volunteer service to the Academy, is



DAN COURTER

Nat Butler '64



BRIAN CROWLEY

Nicole Wilson '05

not a member of the class of '68, as we claimed, but rather the class of '64. And in our Commencement coverage, we misidentified a photo of Nicole Wilson '05. Our apologies to both Nat and Nicole, and to David Walsh '05 and Addy Fuller '05, the subjects

of our Table Talk interview, the final line of which was inadvertently dropped. Here, in full, is David's parting thought about the Exeter Ballytobin/Callan Program, which offers two PEA seniors the chance to live and work in a residential therapeutic community for people with multiple disabilities: "It really makes you realize what's important in life, because you see what's really important to someone else."



Our Back Pages: The Science of Poker

Thompson Science Building (1932) was one of a series of buildings made possible by Colonel William Boyce Thompson, class of 1890, including Thompson Gymnasium, the Cage and Jeremiah Smith Hall. (Such generosity was a family trait: funds for the Exeter Inn were given by Thompson's wife and daughter.)



A Montana native who made his fortune in mining, Thompson had a keen appreciation for all the sciences, once remarking that he "was interested," the April 1930 *Bulletin* noted, "in anything and everything that came from the ground."

But he probably would also have enjoyed the Academy Center, whose goal is to give students, faculty and staff a central place to connect and relax together. During his own student days, Thompson liked to do his relaxing over a hand of cards, judging by an anecdote from his biography that *Bulletin* editor Myron Williams quotes in *The Story of Phillips Exeter*. Told there were "a couple of Boston poker sharks in the barber shop," Thompson made a beeline for the game, despite warnings from his roommates. When he returned at midnight, pockets bulging with his winnings, his friends were astonished. "Shucks," Thompson is reported to have said. "They teach poker in Sunday school where I come from."

EXETER IN THE NEWS

The Academy and its alumni/ae, faculty, students and staff appear in the press on a regular basis. In addition to the thousands of notices that appear each year in hometown newspapers across the country noting student academic and athletic achievements, the Academy is regularly featured in regional and national media outlets. Here are some higher profile highlights from the past year.

- Writer **Lauren Waterman '94** exploded stereotypes about residential high schools in an article in the August issue of *Teen Vogue*, interviewing current and former students about their prep school expectations and experiences.

- Now retired from his position as chairman and chief executive of Young & Rubicam, **Peter Georgescu '57** is finding time to give back to those causes that are most special to him. In an August 7 *New York Times* article, he called this “the most wonderful chapter of my life.” He also spoke about his recently published book, *The Source of Success*, and plans to donate proceeds from the book’s sales to A Better Chance, the nonprofit educational organization that provides scholarships and other resources for young people of color. Georgescu’s interest in the program grows directly out of his own experiences. He came to Exeter at age 15 from his native Romania, where he had worked in a Communist labor camp. “I had been cleaning sewers, and I spoke little English,” he said, “but someone gave me a chance. I want to do that for other young people who are disadvantaged.”

- The \$2.2 million gift given to the Academy last fall by novelist **Dan Brown '82**, author of *The Da Vinci Code*, and his brother, **Gregory '93**, and sister, **Valerie '85**, drew national and international media attention. Given in honor of the Browns’ father, math instructor emeritus **Richard Brown**, the gift will create an endowment for the purchase of computers and other high-tech equipment for scholarship students.

- On January 23, *The Boston Globe* and other major outlets reported on another significant gift made as part of The Exeter Initiatives campaign: an anonymous donation of \$25 million for faculty development. The gift will endow four distinguished professorships, six teaching chairs and three instructorships. It also establishes a fund for professional development activities for faculty and staff.

- A stamp depicting the Class of 1945 Academy Library was unveiled during a ceremony held at Exeter, an event featured in the May 26 *Boston Globe*. The stamp is part of a new series dedicated to “Masterworks of Modern American Architecture.”

- Following the tsunami disaster in Southeast Asia, PEA students, faculty, staff and trustees donated more than \$21,000 to relief efforts. The *Exeter News-Letter* reported on February 11 that the funds would be sent to the International Red Cross.

- Author **John Irving '61** was the subject of a June 28 *New York Times* article, in which he discussed his latest novel, *Until I Find You*, including how events and themes from his own life are reflected in the book’s plot.

- A July 26 *Boston Globe* article chronicled signer/songwriter Carly Simon’s ongoing efforts to get her friend and mentee, rap musician **John Forte '93**, released from prison.

- The June 17 *Exeter News-Letter* reported on **Gordon Powers '05**, a day student from East Kington, NH, who overcame speech and hearing impairments and earned a classical diploma, as well as five graduation awards. Powers is now a freshman at Harvard.

- The May 19 *Boston Globe* ran a story on how the **Scalise** brothers, **Mike '06** and **Mark '08**, deal with sibling rivalry while sharing a dorm room and playing together on the PEA lacrosse, swimming and water polo teams.

- **Jade Parker '07** wrote an article for her hometown newspaper, *The Bismarck* (ND) *Tribune*, about how her impressions of the Academy changed over the course of her first year. Exeter, she wrote, “feeds my desire to learn, opens doors of opportunity, broadens my awareness on social issues and makes me proud to wear sweatshirts that read ‘Phillips Exeter Academy’ or ‘Non Sibi’ (‘not for one’s self’).”

AROUND THE TABLE



Our Back Pages: A Piece of Cake



Six residents of Hoyt Hall—Harry Duane '50, Tom Whedon '51, Grady Green '51, Steve Bolster '51, George Russell '50 and Jim Felstiner '50—made the front cover of the February 3, 1951, issue of *The Saturday Evening Post*, in a painting by Stevan Dohanos. A well-known illustrator who painted more than 125 covers for the *Post*, Dohanos got to know Exeter when his two sons, Stevan '49 and Paul '50, were students here. In the spring of 1950, he spent two weeks at the Academy as a visiting artist, “during which time,” the July 1950 *Bulletin* reported, “he produced an almost complete *Post* cover and held court in the art studio for all and sundry who watched as he worked.” Today, Dohanos’ painting hangs in the college counseling office.

EXONIANA

DO YOU REMEMBER?

The challenge: match the year these magazines were published to their covers and win a prize. Recollections about any of the people, places or events depicted in these cover photos are most welcome and will be published in the next issue. Mail to Exoniana, c/o The Exeter Bulletin, Phillips Exeter Academy, Communications Office, 20 Main Street, Exeter, NH 03833.

ANSWER TO THE LAST ISSUE:

Exonians danced to the beat when it came to identifying the photo taken at the 1954 June Ball held in the Academy Chapel (now known as the Assembly Hall). Several alumni also attempted to identify their classmates. As our archived photo did not list names of any of the pictured students, your efforts are most helpful.

AND THE WINNER IS:

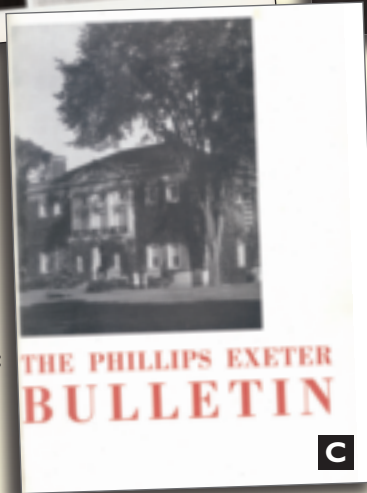
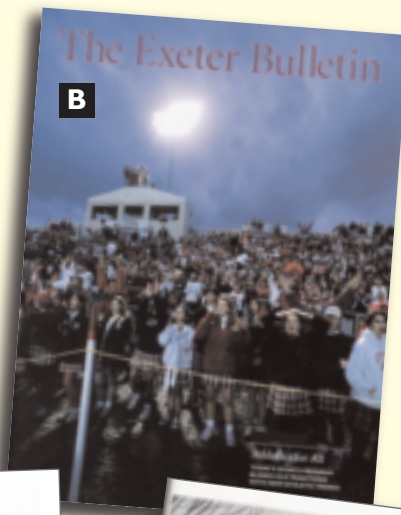
FRANK C. HAMM JR. '54 of Norwood, MA, who received an Exeter travel bag. "My, oh my, how my jaw dropped when I came to page 13, and there staring out at me were the faces of many of my beloved classmates of the class of '54!

"My eyes are not what they once were, even with optical assistance, but Dick Robinson and Nibs Lauerman are evident, among others, though I cannot find myself in this picture. Many more are recognizable, but I cannot tie names to many more faces. The location would probably be the zoo, or perhaps Thompson Gym, and the occasion likely graduation week.

"Many thanks for the shot. We were a handsome lot, weren't we? Modest, too."

TWO CONTEST WINNERS EVERY TIME!

There will be two prizes awarded for the correct answer to the Exoniana contest. One prize will be for the first correct answer received via delivery by the U.S. Postal Service. The rest of the correct answers will be placed into a drawing and one winner will be chosen at random.



Years of publication:
1941
1951
1980
1996

DO THE SHIMMY

Can this be the class of '52 Spring Prom? Many of the faces look familiar, and the guy in the right center looks a lot like Charlie Pratt '52.

They could very well be applauding John D'Arms' rendition of "I Wish I Could Shimmy Like My Sister Kate," backed up by Hank Thorp and the Almost Eight.

*Darby Bannard '52
Miami, FL*

CHANGE

I'm not sure, but I think the photo was taken in 1953, either at a prom of some kind or possibly at an Orchestra-Glee Club Concert.

Also, is the male in the bottom left-hand corner Bob Lenzner '53? And is the male in what could be called the second row from the bottom who is seated third from the right between two females Lionel Etscovitz, also class of '53?

I should add that, aside from the fact we have all changed over the years with age and whatever else, I myself have definitely changed in a "whatever else" kind of way. Even though I am now Lee Ann P.

Etscovitz, I think that was me back then, but I am not really sure.

*Lee Ann P. Etscovitz '53
Willow Grove, PA*

THE N.Y. CONTINGENT

The photo is, given the generally mature and duly reverent expressions on their faces, most probably a gathering of a strong New York contingent of the Senior Prom, class of '54. I believe that I also attended. My delegation was from Pittsburgh. David Falk and I comprised this humble, stalwart group.

Here are some possible identifications, beginning with the first row and a gentleman whose name I forget, but whose nickname was "Pelt." Moving on to the second row, the fourth person is Richard MacKinnon. In the third row, the fifth person is Richard "Dick" Robinson; in the fourth row, the third person is "Tex" McCrary; in the sixth row, the fourth person is Jay Rockefeller.

Here are a few decent guesses: in the extreme lefthand side of picture is Charley Eaton, and above him, Jim Hoge.

I am hoping this partial report will clear



A photo from the 1954 June Ball held in the Academy Chapel.

up some of the mystery and aid in soliciting further verification.

*Eric J. Harrison '54
Pittsburgh, PA*

Editor's note: Congratulations to Eric Harrison '54 for winning the second prize.

GENTS IN EVENING DRESS

I was an AFS student at Exeter in 1953–54 and I seem to recognize several of the gents in evening dress—e.g., Jay Rockefeller, Thomas Lamont and (perhaps) Peter Theis. I cannot find myself in this picture, but I may be more in the rear.

*Philip J. Kohnstamm '54
Waalre, The Netherlands*

WITHOUT A DOUBT

The photograph was taken at the Spring Dance, May 1954. The person in the front right wearing a white jacket is Harold Fitzgibbons Jr. Behind him, also in white, is Richard MacKinnon. On the left behind the person in black is Peter Mellini. In the background are Messieurs McCrary, Herlihy, Rockefeller, Lamont, et al., of the class of '54.

Harry Fitzgibbons and I were guests of the Academy for only one school year, 1953–54. Thus, the dating of the photograph can be made with absolute certainty. I'm sure others will come forward to confirm the date as well.

Thank you for an outstanding publication.

*Clarence V. LaBonte Jr. '54
Lexington, MA*

GOOD GUESS

My guess is the 1954 Senior Prom at Thompson Gym.

*Peter Leslie '54
Watford, ME*

WHERE AM I?

Do I remember this picture? You bet I do! This is the June Ball of the class of '54, held in the Academy Chapel on Class Day. One of the young ladies is Gretchen Jordan, sister of Henry Jordan '54 and my date. Where the hell was I?

I leave it to my classmates to confess their identities. They all look so different now.

*Gordon L. Smith '54
Edwards, CO*

COED GALA BALL

While I am far too young to know anyone in the photo of the school dance, or even be able to guess when and where it was held, I would like to share a memory of a fairly similar dance held while I was at Exeter.



A photo from the gala ball held to celebrate the 25th anniversary of coeducation.

AROUND THE TABLE

In the fall of 1995, my lower year, a dance was held to celebrate the 25th anniversary of coeducation. We were all very excited, as generally the only “formal dance” in one’s Exeter career is Senior Prom.

The dance was held in Love Gymnasium, and horses and carriages were available to take us over in style. What we found when we arrived took us back to another era. We received dance cards to fill out (or save as souvenirs) and a “big band” provided the live music.

With the guys in their tuxes and girls in their gowns, we danced the night away.

Thanks for making me think of a great memory!

*Elizabeth Greenwood '98
New York, NY*

INSCRIPTION ENCORE, ENCORE

In the summer 2005 issue of *The Exeter Bulletin*, George H. Hanford '37 writes in regard to an earlier Exoniana challenge regarding the Latin inscriptions on the Academy Building.

Mr. Hanford laments that one letter writer chose to label the first inscription (“HUC VENITE PUERI...”) as sexist. Hanford chastises this notion, noting that “when Exeter became coeducational, the Academy ingeniously added the dates when it was for ‘pueri’ only (1781–1970)” and commissioned the [second] inscription (“HIC QUAERITE PUERI PUEL-LAQUE...”).

In the interest of chronological accuracy, however, it must be noted that these changes were not made in 1970 “when Exeter became coeducational,” but rather in 1996 to celebrate a quarter-century of Exeter’s coeducational instruction.

Hundreds—indeed, thousands—of Exonians who attended from 1970 to 1996 can remember the Academy Building as having a single, undated Latin inscription that was (at best) outdated and inaccurate and (at worst) exclusionary and sexist.

*Ali T. Kokmen '88
New York, NY*

'A Family Letter from Home'

For 100 years, *The Exeter Bulletin* has been keeping that sense of school family alive, connecting alumni/ae with one another and with Academy life today.

By Katherine Towler



PANFOTO.COM

In the October 1936 issue of the *Bulletin of the Phillips Exeter Academy*, editor-in-chief Myron R. Williams included a disclaimer of sorts about the aims and scope of the publication. "Some readers of the *Bulletin* may regard the purely local tone of a number like this one in times like these"—this was, after all, the thick of the Depression—"as proof of an almost Arcadian deafness to much that is going on in the outside world," Williams wrote in his introductory column. "The editors have considered each number of the *Bulletin* as primarily a report to the alumni on life and developments in the school, together with news of the alumni themselves, for the preceding three months. As such, it is in a sense, a family letter from home."

For 100 years, Phillips Exeter has been sending this "letter from home" to alumni/ae across the United States and around

the world, bringing news of new principals and buildings on campus, new faculty and courses, the cycle of the opening of school in the fall and graduation in the spring. Flip through the bound volumes of the *Bulletin* in the Academy Library Archives, and you will find an illuminating record—of what was preserved for posterity and what was not, of what mattered most to those who knew Exeter best.

The first issue of the *Bulletin* was published in March 1905 and weighs in at 56 pages. It includes minutes of the most recent faculty and trustee meetings, along with a compendium of bits of news under the heading Notes. Among the newsworthy items: the proceeds from the annual sale of magazines in the Library (\$33) and the breakdown of church attendance by students for the year (Baptist, 19; Episcopal, 58; First Congregational, 28; Methodist, 15; Phillips, 138; Roman Catholic, 42; Unitarian, 67).

The *Bulletin* began as a quarterly publication and has remained so throughout most of its 100-year history. The format laid out in the first edition, with regular columns headed News of the School, Notes, and News of the Alumni, served as



1905 PEAN

The 1905 graduating class numbered fewer than 70, and over half the student body came from just four states: Massachusetts, New Hampshire, New York and Pennsylvania. By contrast, there were 302 graduates in the class of 2005 (above), and today's 1,056-member student body comes from 46 states and 25 foreign countries, as well as the District of Columbia and Puerto Rico.



Academy Facts: 1905 – 2005

	1905–06	2005–06
Number of students	443	1,056
% male	100%	51%
% female	0%	49%
Faculty (total)	20	197
Student-teacher ratio	19:1	5:1
Avg. class size	25-30 students	12 students
Campus size	45 acres	471 acres
Number of buildings	20	126
Volumes in library	2,000	160,000
Tuition		
Boarding	\$355-600*	\$33,000
Day	\$150	\$25,500
Financial Aid grants	Approx. \$12,000	\$7.9 million
Operating budget	\$379,827 ††	\$72,411,961
Endowment	\$419,000	\$706 million †††
Number of alumni/ae	c. 7,000	21,065

* Fees varied depending on whether students lived on or off campus

†† Actual expenses for a 14-month period ending August 31, 1906

††† Approximate value as of June 30, 2005

a template with only minor changes for another 50 years. The *Bulletin* continued to give detailed reports of faculty and trustee meetings through the 1950s, and as late as 1967 still published an annual list of legacy students headed “Alumni Sons Entering the Academy.”

From the start, the *Bulletin* included a substantial section devoted to what is today called Class Notes. Common wisdom has it that alumni/ae magazines are read back to front, with readers turning first to the Class Notes section for news of their classmates, and only then turning to the contents of the rest of the magazine. Exeter has been known in recent decades for publishing one of the most hefty Class Notes sections among independent school magazines (the section currently runs 50 pages on average). Marriages, births, deaths, formal reunions and chance meetings, new jobs and degrees, travel and retirements—all is compiled by class correspondents, volunteers who devote their free time to keeping their classmates informed about each other. Correspondents often include lively or reflective commentary, giving the notes from each class a personal tone, and seldom neglect to exhort their classmates to keep sending news.

Covering a Growing School

Established at a time of substantial growth for the Academy, the *Bulletin* in early issues provided frequent coverage of new buildings acquired and erected. After a period of financial instability in the 1800s, Harlan P. Amen (Exeter’s seventh principal, who served from 1895 until 1913) presided over expansions of the student body and campus, and headed up a major fund-raising campaign, all duly reported in the pages of the *Bulletin*. In the October 1913 issue, the editor commented on recent achievements: “The mere statistics of growth from 1885 to the present—from 191 students to 533, from 9 buildings to 29, from 15 acres to 450 acres—suggest the outline of a history full of interest and satisfaction to every Exeter man.”

Just 10 years later, the *Bulletin* noted that enrollment had reached 670. “We have grown to the very limit of our system and equipment. The problem of enrollment is now primarily of selection and rejection,” the editor wrote. Today’s admissions officers would no doubt agree with his observation about the main challenge of their task. In his column, the editor made a further comment on Exeter’s growth that will ring familiar. “Just how the Academy is to meet the social needs of 670 boys is still an unsolved problem. And it will remain unsolved until we have a Union, a social recreation building large enough to accommodate the entire school. As has been pointed out before, the need of such a student center comes with the recognition of the fact that the Academy received the ‘whole boy’ and tried in turn to prepare him for a complete life.” Renovation of the former Thompson Science Center into just such a student center that will meet the needs of the present student body of 1,056 is fast nearing completion, and is scheduled to open in spring 2006.

In the 1930s, *Bulletin* articles covered the gift from Edward S. Harkness to the Academy and the institution of what would be called the Harkness teaching method. By the end of the decade, turmoil in the world beyond Exeter increasingly made its way into the *Bulletin*. Reporting on a talk given by Principal Lewis Perry at the first chapel in 1939, the *Bulletin* quotes Perry as saying: “Twenty-five years ago this morning . . . we started the school as the Great War was commencing. Today the same conditions have recurred. What should be our attitude? That is a question which each person must settle for himself. For my part, I believe that America should stay out of this war if we possibly can.” Dr. Perry’s words, the *Bulletin* editor concludes, clearly summarized the thinking of most of the 740 students and 80 teachers present. By 1943, the *Bulletin*’s listing of “Exeter Men in the Service” ran 14 pages in

Seven different principals have led the Academy since the *Bulletin* began publication in 1905: (from left) alumnus Harlan Page Amen, who served as principal from 1895 to 1913; Lewis Perry, 1914 to 1946; William Saltonstall ’24, 1946 to 1963; Richard Day, 1964 to 1973; Stephen Kurtz, 1974 to 1987; Kendra Stearns O’Donnell, 1987 to 1997; and the present principal, Ty Tingley, who came to Exeter in 1997.



Just as the student body has grown in size, so has the Academy's campus (above, in a c. 1916 lithograph), which now covers 471 acres and includes 126 buildings. Building milestones the *Bulletin* has reported on include (clockwise from right) the July 1914 fire that destroyed the Third Academy Building and the dedication, just 15 months later, of the Fourth (and present-day) Academy Building; the Long Step Forward Campaign of 1967 to 1971, which made possible an ambitious building program that included the Academy Library and Love Gymnasium; and the opening of Exeter's newest classroom building, Phelps Science Center, in 2001.



length, and the News From Alumni section included numerous obituaries of the 141 Exonians who died during World War II.

William Gurdon Saltonstall '24 was appointed principal in 1946, and the *Bulletin* issues that follow reflect his dynamic leadership of the Academy, with more extensive use of photos and reporting on a \$5 million fund-raising drive. The cover of the October 1951 *Bulletin* sports a black-and-white photograph of Saltonstall at the tiller of his 26-foot yawl *Arbella* with two of his daughters and one of his sons. The photo evokes an era when the personal and professional overlapped more easily, and the privileged life such an image conveys carried no stigma.

The first female students at Exeter arrived in the summer of 1961 to enroll in the Summer School, the Autumn *Bulletin* ran a photo of the young women in their skirts and Peter Pan blouses. Other notable developments of the 1960s covered in the *Bulletin* include the retirement of Principal Saltonstall and the appointment of Richard Ward Day as the Academy's tenth principal, and the progress of the Long Step Forward capital campaign, which resulted in a wave of new building on campus. The campaign succeeded in raising the funds needed to construct the Academy Library, Love Gymnasium and athletic complex, Fisher Theater and two new dormitories, McConnell and Main Street.

The Winter 1968 *Bulletin* addressed questions commonly asked by alumni about the building and campaign drive with the following: "With all new construction and renovation complete, the optimum enrollment will be 865 boys. There are no plans to



increase the school beyond this number, although prudent planning for the future requires that the largest facilities for public accommodation—library, gymnasium and auditorium—be planned for one thousand. Exeter is not considering coeducation beyond the make-up of the present summer school, which in 1967 enrolled 250 boys and 225 girls." Exeter became coeducational just two years later, in the fall of 1970.

Editors' Notes

It was not until 1965 that the *Bulletin* was given an editor whose sole responsibility it was to produce the publication. In the early years, the *Bulletin* was edited entirely



Collector's item (below): the May 1969 Bulletin included a bound-in 45 rpm record called *Voices of Exeter*.

by members of the faculty with contributions from alumni. Editors from the 1930s to the 1960s (Myron R. Williams and William J. Cox) served in dual capacities—as director of studies and Academy secretary, respectively—while also editing the *Bulletin*. Paul Sadler '45 was appointed editor of the *Bulletin* in 1965 as a member of the faculty and served in this role until 1987. “What I tried to do was publish a magazine that recognized the eclectic accomplishments of the school’s alumni/ae so that the readers would continuously feel good about being in the company of their distinguished fellow graduates,” Sadler says. Among the high points he remembers is the production of a 45 rpm record titled *Voices of Exeter* included in the May 1969 issue and sent to the entire Academy mailing list. “We recorded some of the real characters and Exeter greats—people like Dean Wells Kerr, Robert Galt and Darcy Curwen—for posterity,” Sadler adds. “I’m very proud of that record.”

Like other editors, Sadler admits that editing the Class Notes section was the most consuming part of the job. “Class Notes are essential and that section hasn’t changed in the least, but when I left, I said, ‘Thank God I’ll never have to edit another class notes section.’ It took an awful lot of time.” He says his greatest disappointment as editor (and as editorial director of the Phillips Exeter Academy Press) was never having the chance to commission an up-to-date, definitive history of the school.

David W. Johnson was appointed director of communications in 1987 and headed the newly created Communications Office, responsible for handling media relations and assorted publications, including the *Parents Newsletter* and the *Bulletin*. In December 1989, the community received word of the death of William Saltonstall. “I went back to the office after attending Saltonstall’s funeral and said, ‘We really have to do this right,’” Johnson remembers. “Saltonstall’s death focused me on the real Exeter, the enduring Exeter, and brought me face to face with the traditions of Exeter. We scrapped the issue we were about to publish and instead devoted the issue to William Saltonstall. It wasn’t *Time* or *Newsweek*. It was a school magazine, but I think we did a good job of conveying his life and accomplishments. After that, the *Bulletin* became more a magazine of the news of the Academy, news that fell into the continuum of the central mission of the Academy. We were more focused on the classroom and educational goals.”

In the years that followed, the *Bulletin* featured more color photography, took on more of a magazine look, and published more profiles of alumni/ae and educational programs. It also received a redesign and new name, shortened to simply *The Exeter Bulletin*. In 1995, the magazine was awarded a silver medal from the Counsel for Advancement and Support of Education (CASE) in the independent school magazines category, achieving recognition for the enhanced design and content.

Johnson was particularly interested in the prominent writers among Exeter’s graduates. “These writers were voices of Exeter who had spoken to the outside world, and I felt we should include them in the magazine,” he says. Under Johnson’s tenure, the *Bulletin* published profiles of Gore Vidal ’43, Joyce Maynard ’71 and George Plimpton ’44, an interview with John Irving ’61, and an article by John Knowles ’45 written on the occasion of his 50th reunion. And it was Johnson who was responsible for the magazine’s longest-running pun: *Finis Origine Pendet*, the essay that closes each issue.

Stephanie Casale served as managing editor of the *Bulletin* from 1988 to 1995 and as editor from 1996 to 2000. Of her many years reviewing layout and design, choosing cover photos and editing the perennial graduation issue, she, like Paul Sadler, remembers the hours devoted to Class Notes. “For 10 years I read and reread all of the Class Notes section of every issue. That’s a lot of words.” She encouraged class correspondents to compile the notes and send them in as typed columns, but often the notes arrived on scraps of paper, scrawled by hand. The notes were then typed, proofread and formatted. “Class Notes is an amazing part of the magazine, because it is a testimony to the spirit and the dedication of the alumni/ae volunteers. I think that makes it quite unique among magazines of its type.”

Today, the magazine you hold in your hands regularly runs to 100 pages and features a once again refurbished design, with four-color interior and more photographs than ever. A range of voices appears in its pages, including writing by students, faculty and alumni/ae. However, despite the updated look and feel, much about the spirit of the *Bulletin* has stayed constant. “There’s that catch phrase: ‘Journalism is the first draft of history,’” David Johnson observes. “While we weren’t precisely journalists, I think we caught a lot of Exeter history.” The *Bulletin* remains a record of Exeter history and the “letter from home” that arrives in the mail four times a year. ■

Katherine Towler is author of the novels Snow Island and Evening Ferry, and a former Bennett Fellow.

The *Bulletin*’s founding editor was John C. Kirtland (opposite page, left), a much-esteemed Latin instructor who was a member of the faculty until 1939. During World War II, much of the *Bulletin* was devoted to news of alumni in the service, including Lieutenant Colonel John Gilpin Bright ’37 (opposite page, right), who flew missions in the South Pacific, Europe and North Africa. Coeducation came to the Exeter Summer School nine years ahead of the rest of the Academy, as a photo from a 1961 *Bulletin* shows (above left). And while never officially enrolled at the Academy, Rusty, a one-year-old raccoon belonging to Peter Smith ’56, did make the cover of the May 1953 issue (above right).

The Spirit of the Place

Reflections from our back pages—and from current alumni/ae—on the many-splendored thing that is Phillips Exeter Academy.



BRIAN CROWLEY

Looking for Meaning

Principal Kendra Stearns O'Donnell

• FALL 1993 BULLETIN •

If we have tried to teach you anything at Exeter, it is to pay attention to meaning, to what lies beneath the surface. You have spent hours in English classes, fishing for deep hidden meaning. (You may have been skeptical at first, but you got into it!) You have spent hours in dorm conversations, fishing for the deep hidden meanings in a chance encounter, a casual remark, a friendship, a school crisis. You have been given mathematical and scientific keys to unlock the meanings beneath the surface of physical reality. You have been urged, nagged even, to look beyond each other's surfaces—to see beneath similarity to difference, to see beneath difference to what is shared. ...

The conflicts that create havoc in our worlds, large and small, feed on the ignorance, prejudice and isolation which thrive on the surface of things. Remember that understanding, wisdom, compassion, imagination, these all live below the surface and can only be liberated as healing forces by men and women of good will who relentlessly, reflexively search for meaning. People like you. So, keep wondering why; keep debating how; keep asking for explanations; keep looking for meaning.

Introducing ... the Harkness Plan

Principal Lewis Perry

• MARCH 1933 BULLETIN •

I am sure that you will be interested to have some report as to how the Harkness Plan is working out. I felt very strongly when we went into the Plan that the determining factor in its success would be the kind of men we should get for teachers ... [and we] have been more than fortunate in the kind of teachers we have secured. With 10 or 12 boys sitting round a table, with the right kind of man at the head of the table, every boy has a greater opportunity to learn than he has ever had before. ...

The Harkness Plan has worked out far enough to make us sure that we have something vitally important to American education. ... Certainly our teaching now has more vitality, more humanity. The subjects are more alive.

'A Commitment to Learn From Others'

Principal Ty Tingley

• FALL 1999 BULLETIN •

Harkness is less a system of education than a commitment to learn from others. Harkness lessons start with inquiry, not some simple fill-in-the-blank sort of question, but inquiry that moves to the edge of what is unknown about the subject. Harkness classes trust people to explore ideas cooperatively and share learning. This is the kind of learning experience that can be carried throughout your life.

Exeter: The Ties That Bind

By Betsy Fleming '86

Through a peculiar confluence of circumstances, this past summer a member of the class of '66 and I independently unearthed copies of the personal statements we each wrote when applying to Exeter—a coincidence we discovered in the course of casual conversation. We laughed at the youthful earnestness those hand-written essays revealed, and then agreed to exchange them.

Although they were written more than 40 and 20 years ago, respectively, our essays were surprisingly true-to-form. Full of precise details, his was forthright, investigative, complete with posits about the meaning of life and success: an attorney with a passion for modernism in the making. Bubbling with enthusiasm, mine intimated a visual experience of history, an inclination for the arts, openness to the world, and passion for connecting with people: an art historian drawn to heritage-rich institutions. Exeter nurtured these nascent characteristics and helped us to grow into the adult selves at which our essays only hinted.

Across generations, borders, professions, interests, even political and philosophical divisions, Exeter connects. Whether positive or negative, the experience of the Exeter community binds us for life. Since graduation in 1986, I have made my home in Cambridge, MA; in London, Los Angeles, and New York; in Charleston and now Spartanburg, SC. In all such places, many of my most meaningful associations have been with members of the greater Exeter community—alumni/ae, faculty and staff living both near and far. We share a love of knowledge and a healthy interest in pushing boundaries or changing the status quo. We appreciate provocative questions. We are aware of the world that extends beyond our immediate surroundings, participating in the vast cultural and intellectual global network. We are of genuine good character, showing respect for others and authenticity in conversation and other communications. What is it that instills such common values and traits? Why do I continue to find Exeter connections across time and place?

The more I consider these questions, the more invested I have become in the conclusion that there is a single trait that distinguishes Exeter and members of its community. Like its students, Exeter remains true-to-form, fulfilling its mission to develop minds and morals by teaching its students how to balance knowledge and goodness in and out of the classroom. Through a medley of experiences—talking heatedly around the Harkness table and then continuing those conversations in the dining hall, sitting through long assemblies, roaming the playing fields and the town of Exeter, and, most especially, interacting with individuals whose homes and cultural experiences are so different from our own—we have absorbed the unique spirit of this place. Consciously or unconsciously, each of us has crafted a unique blend of knowledge and goodness that is now our life.

Such is the tie that binds, assuring that the Exeter community has no boundaries. True-to-form, our mixing of knowledge and goodness travels well beyond Exeter, and our connections continue long after we leave, surfacing at the most unexpected moments.



Betsy Fleming '86, president of Converse College in Spartanburg, SC

Betsy Fleming '86, the former executive director of the Gibbes Museum of Art in Charleston, SC, is the newly appointed president of Converse College in Spartanburg, SC.



In a century filled with change at Exeter, few developments have been more significant than the introduction of the Harkness Plan.

Exeter: A Course in Joy

By Dr. Edward Hallowell '68

When I was writing my book *The Childhood Roots of Adult Happiness*, I learned how little people know about the facts of happiness. Did you know, for example, that it has been shown many times that once you rise above the poverty level, increasing income does not correlate with increasing happiness? And did you know that getting high SAT scores or attending a prestigious college do not predict a happy life?

What does predict happiness is not externals, but internals. The attitudes and ideas you leave Exeter with are far more significant than the numbers on your transcript. Attitudes like optimism, self-confidence and a love of life do predict joy later on. Wouldn't it be useful to know this when you are 16? And wouldn't it be useful to take steps to develop those attitudes?

As part of my research for my book, I asked Principal Ty Tingley what Exeter does to plant the roots of happiness in its students. Replied Ty, "We teach them how to fail." A skill in keeping with the oldest traditions of Exeter, knowing how to fail is, indeed, a high hurdle in a happy life, one that many top achievers can't jump.

But once you have learned how to fail—and I imagine Exeter teaches that as well as any school could—what else should you learn if you want to be happy? Computer skills? Some trade that is in high demand? Romantic poetry? The art of cooking? Oenology? Discipline?

That would be the question this course in joy takes up. What are the ingredients of a happy life? What does the word *happy* mean? Is it an illusion? A triviality? A passing fancy? The best definition I have ever heard of the word happy is "the feeling that your life is going well." The course could begin by discussing that word, along with related words like joy, misery, ecstasy, fulfillment, satisfaction, despair, patience, madness, disappointment, cynicism, realism, hysteria, pessimism, optimism, denial and wisdom. (For an explanation of how these words relate to happiness, come to the course!)

Of course, there would be readings from the many good and wise people who have written about joy and happiness: scientists, philosophers, theologians, poets, novelists, artists and just about anyone else who has decided to write about life. There is, in fact, quite a body of knowledge, and not just speculation, on the topic of joy.



Psychiatrist and author
Edward Hallowell '68

It occurred to me that when I finished my training as a psychiatrist that I had learned a great deal about misery, but very little about joy. Since I wanted not just to avoid misery in my life and in the lives of the people I treated, but also to pursue happiness, I studied the subject of joy. Yet it makes sense to study joy at the start of life, rather than in middle age (when I took up the topic) or at the end of life (when we might despair that we had not done so sooner).

Implicit in the liberal education Exeter offers is a study of how to live a good and joyful life. This course would make it explicit. What should a person do, as he or she looks ahead to 70 or so more years, to maximize the chances that those years will turn out to be all that the person dreamed of or even better?

The traditional liberal education—built on the wisdom that, as Samuel Johnson said, "Life is everywhere a state in which there is much to be endured and little to be enjoyed"—aims to pre-

pare a student for the inevitable failures and disappointments that decorate adulthood.

But as students dutifully master Latin and Greek, or trigonometry and calculus, or chemistry and physics, or English composition and the first act of *King Lear*, a youth-fueled pyrotechnical festival fills their imaginations day by day and night by night. Long, long thoughts lead students far from the classroom, right into the heart of life. It is that heart of life this course would draw upon, develop and honor. At no time ever again will the student be able to contemplate life from this perspective, combining the pitilessness, the innocence, the enthusiasm, the high hopes and the devil-may-care-ness of being young. It is a perfect time to consider joy. And to make plans.

Psychiatrist and author Edward Hallowell M.D. '68 is the founder of the Hallowell Center for Cognitive and Emotional Health, which specializes in the treatment of both childhood and adult ADD, excessive worry and anxiety disorders, and learning disabilities. From 1983 to 2004, he was a faculty member at Harvard Medical School.

'The Day's Work Must Be Done'

Principal Harlan Page Amen

• DECEMBER 1906 BULLETIN •

Exeter insists first of all on honest labor. The day's work must be done. Every boy, high or low, rich or poor, must show actual performance. Not to learn one's lesson is a breach of trust. It is believed that the ordinary boy between fourteen and nineteen years of age is well able to do hard work and is the better for it. . . . The arduous task, supplemented by freedom from oversight in the performance of it, develops a quick sense of responsibility, and intellectual and moral power increase apace. The liberty which the student enjoys and the confidence that is reposed in him render him ambitious to be worthy of them. The heroic in his nature is appealed to. He is taught that he can, and because he can, he must.

'Is Exeter Getting Easier?'

Myron Williams

• APRIL 1950 BULLETIN •

One question which Dean Kerr was asked several times on his recent trip to the Southwest was "Is Exeter getting easier?" Then the speaker would add something to the effect that "Exeter mustn't get soft."

... The simple answer to the question "Is Exeter getting easier?" is an emphatic "No." At the same time, the answer to the question "Is Exeter as hard as it used to be?" would also be "No." . . . Exeter is still a hard school, but hard now with keenness rather than bluntness. Interest in work has largely taken the place of compulsion as a motive, and the amount and the quality of the work done have risen perceptibly.

On Change

Dean of Faculty Donald Cole

• MAY 1979 BULLETIN •

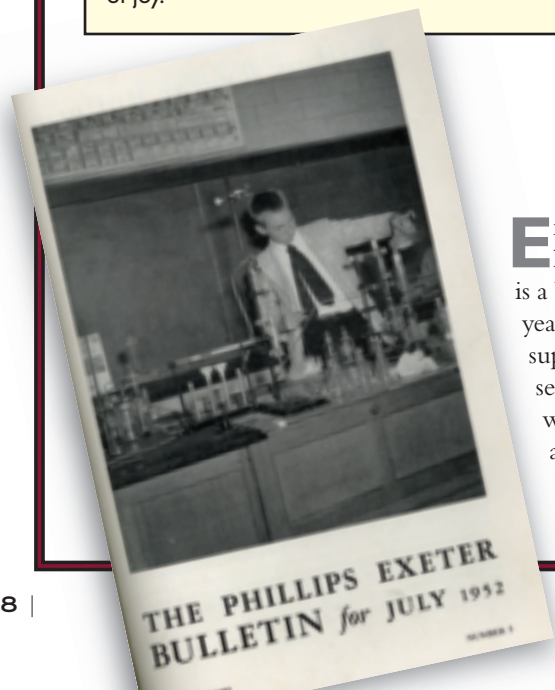
One of the rewards of growing old in a boarding school is the opportunity to comment on change. Usually Mr. Chips seizes the chance to reminisce when addressing the student body or alumni groups. His efforts are more often in vain because the students don't care what the school was like long before they were born, and alumni, who idealize the old school, don't want to be told that anything has changed. . . .

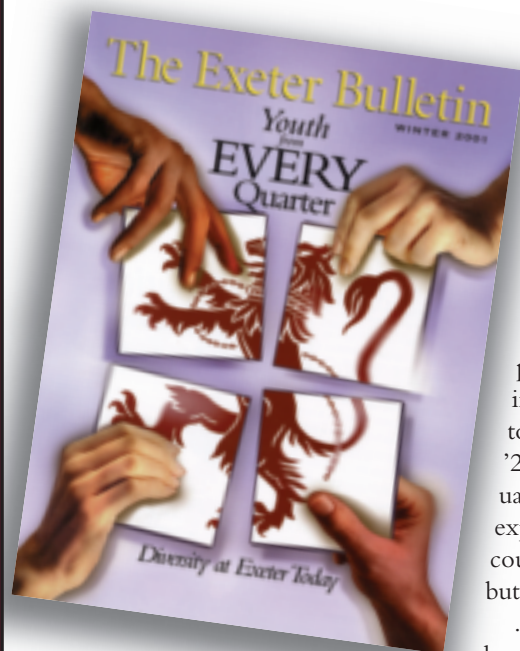
The most significant change at the Academy lies in the attitude of faculty and students toward each other. In 1947, faculty members perceived of themselves as disciplinarians enforcing rules; students accepted this definition and did not appear to resent it. As the years passed, the relationship between students became more strained and student "negotism" in the 1950s and outright disaffection in the 1960s led to conflict and confrontation. In contrast the Academy is now enjoying the warmest relationship between faculty and students that I have ever experienced. Not only are the students more cooperative, but they now actively seek out the advice and friendship of the faculty. At the same time the faculty no longer considers themselves primarily disciplinarians, but also include advising as an important part of their duties. We have now a counselor to the faculty to help students adjust to the school. The greatest problem now facing faculty is finding enough time to advise students and also prepare classes.

The rigor invoked by Principal Amen in 1906 remains strong, but so does concern for students' overall well-being.



ART DURITY





The tradition of educating “youth from every quarter” has led to an expanded scholarship program, coeducation, and a student body whose diversity reflects that of the larger world.



Youth From Every Quarter

Principal Lewis Perry

• AUTUMN 1945 BULLETIN •

One of our greatest fears is that Exeter might be regarded as a rich boys’ school. It has never been one and it never will be. From the first day of its founding, the primary purpose of the Academy has been to provide an opportunity for any worthy boy to get an education, no matter how little money he may have. No one must be allowed to think otherwise....

Because it was evident that if we wanted to reach a larger number of the most promising boys in the country, especially those of limited means, someone must go in search of them, a new administrative position [has been] created, that of Director of Scholarship Boys. The man who will fill this position is H. Hamilton Bissell ’29, himself a former scholarship boy at Exeter, and for the 12 years since his graduation from Harvard, a member of the English department in the Academy. We expect Mr. Bissell will spend most of the fall and winter traveling throughout the country in search of...boys who, as one alumnus described them, are “long on brains but short on cash.”

...We have high hopes that this new program will achieve our purpose, to give any deserving boy, no matter what distance from Exeter, an opportunity to come to the Academy, so that Exeter may continue to be recognized as the national school that it is.

The Coming of Coeducation

Principal Stephen Kurtz

• FALL 1990 BULLETIN •

Of the many changes at Exeter during the principalship of my predecessor, Richard Day, none was so significant as the trustee decision to open Exeter to female students. The first group of young women arrived in 1970-71, and from contacts I have had with of few of them since their graduation, I believe that they were carefully and intelligently selected, for most survived nicely, with their senses of humor and of self-worth intact. Yet it must have been difficult, for I could detect when I arrived four years later that a shakedown cruise was still underway. Female teachers and staff had been chosen, modifications in facilities had been made, and the predominantly male staff had begun the process of adjusting attitudes. But it was halting and not sufficient by a long shot....

If coeducation was to be a reality at Exeter it was clear that it could not be achieved, as I think many males thought it could, by admitting more female students, from the approximately 36 percent of my first year to 45 percent of my last, 13 years later; it would require more women on the faculty, more seasoned, experienced teachers; women in authority both in the faculty and in the ranks of the administration. By 1986-87, my last year, 146 persons were voting members of the faculty—by my unofficial count; 51 of them were women, including the vice principal, dean of students, librarian and two department heads. Four women were trustees. Perhaps a critical mass had been reached, that number necessary to a sense of common citizenship without regard to gender. None of this comes easily. Much remains to be done.

I received from the trustees one overarching policy demand—that I do all that I could to warm up the school. I carried that out as faithfully as I knew how, believing that it would be viewed with a jaundiced eye by many who, schooled to Exeter, Stern but Tender, veered toward the stern side. ... But if Exeter is a better place in which to grow up, it is not because of policy

directives so much as it is because women have been brought into the mainstream of Academy life and at all levels.

On Diversity

Michael Crawford ’72

• SPRING 1992 BULLETIN •

The Academy’s purpose, simply put, is to help its students grow. Literally, growth is an extension, an expansion, both inwardly to the recesses of students’ minds and souls, as well as outwardly, pushing their awareness and consciousness beyond the limits that existed when they arrived on campus. This can occur only when they interact with people unlike themselves, when the concepts, thoughts and prejudices we all possess are challenged with a different reality. If confrontations occur that lead to a positive exchange of ideas, a sharing of experi-

DAVID BARTOLINI



Journalist Michael Crawford ’72 (upper left) served as guest editor for a special issue on diversity.

ences, an ability to empathize, then true education has taken place. Too many times in our society, exchanges occur where the words become walls that stretch too high for either side to see over or too wide to go around. In such situations, anger builds and true communication does not occur. If we could only teach our students that disagreements need not be barriers, but rather bridges that lead to greater understanding, then we will have served them well.

Exeter: The Course They Never Taught

By Joyce Maynard ’71

The school I entered, as an uneasy 17-year-old day student—one of 10 girls in the first senior class of co-educated Exonians—was a different place from the one I’ve seen on my visits in recent years. Back then, Exeter seemed to pride itself on the toughness and rigor required of a student to survive. To speak of one’s feelings—to acknowledge the existence of an alcoholic parent, say, or a struggle with eating disorders, or uncertainty about one’s sexual identity—would have been almost unthinkable, a sign of weakness in a world where strength was equated with invulnerability.

My classmates and I were embarked on a path whose destination seemed clear: college and advanced degrees. Success, for us, would be measured by the kind of accomplishments listed in the Class Notes of our predecessors. In those busy lives for which we were equipping ourselves, there may not have been much room for questions like: What gives meaning to our lives? What is it that will matter, in the end?

What the school didn’t talk about much, in those days, was the notion that success might take other forms—that a person might also be described as accomplished if she built organic gardens and lived, sustainably, on a little farm somewhere in Maine; that a man who made a loving and equitable marriage in which he took time from his career to care for his children was someone others would do well to emulate. I knew talented artists and musicians at Exeter, but in 1970-71 such gifts still took a back seat to garnering 800s on the SATs and bagging a ticket to Harvard.

Thirty-five years later, my classmates and I are less quick to whip out impressive business cards or rattle off professional accomplishments. We speak of a marriage that failed, a marriage struggling to survive. We talk of a kayak trip alone to Alaska; a stint in Asia, post-tsunami; the heartbreak of a child diagnosed as bipolar; the unexpected gift of a child, adopted at an age when the hope of parenthood seemed past. The phrase “spiritual life”—words that would have embarrassed many of us when we were young and busy getting ahead, or thinking we were—enters the conversation with more frequency than most of us might have supposed. We speak of our successes of course, but also—unashamedly—of our failures and disappointments. The fact that we vaulted out into the world armed with an Exeter diploma hardly protected us from those.

We are a more human bunch, these days, more introspective, more emotionally accessible. I am thinking of some recent reflections submitted by classmates—not about becoming partner in one’s law firm or acquiring a ski condo on the shores of some western slope, but about the suicide of a beloved partner, or—this one joyful—a man’s clear and no longer anxiety-filled announcement, to the rest of us, of the commitment ceremony he shared recently with his partner of 10 years, a man.

I look back at my Exeter days as having provided me with the most dazzling and impressive year of education I ever encountered. What the school may not have suggested (and no doubt I’m asking a lot here, when I suggest it might have) was the necessity for a kind of life-wisdom and emotional foundation to support all that the books and inspiring teachers were providing us.

I am imagining a course that examines the intricacies of forming a healthy relationship, or what it means to be a good parent, a quest to understand the concept of happiness. Imagine a course mining the topic of love—in literature, in film, in the writings of psychologists and anthropologists, and in those moments of history when it has been most powerfully manifested and most disastrously absent. Maybe my friends and I might have laughed about such a notion, when we were 17. At 51, I would sit at the feet of that brave instructor who dared to explore those things.

Joyce Maynard ’71 is the author of nine books, including, most recently, The Cloud Chamber.



Writer Joyce Maynard ’71

A Recipe for Good Teaching

Principal William Saltonstall '24

• SUMMER 1962 BULLETIN •

Let me try to describe some of the qualities that every good teacher must have. He is essentially an enthusiast. He has a lively competence in his field and a sensitive interest in young people. Whatever method he may use from day to day, his long-range goal is to “teach” in such a way that he whets appetites and induces curiosity. He is skillful at overcoming the natural resistance to learning. He is an expert at helping young people to achieve their own purposes. He is wary of “over-teaching,” of giving students more guidance than they need. He is an expert at framing



Great teaching was an Exeter hallmark in 1905, and remains so today.

questions that demand both facts and ideas, memory and thought. He knows when to be patient and when to be impatient. He recognizes his own weaknesses and readily admits his mistakes. To him education is a matter of the teacher teaching less and the learner learning more. He regards a questioning student as much more important than the answering teacher.

No Better Way to Make a Living

English instructor John Heath

• APRIL 1956 BULLETIN •

The other day a banker, just passing through Exeter on a business trip to Portland, dropped in to find out from his son's English teacher whether there was any hope for the boy in English 3. There was. As he got up to put on his coat, he said, “You know, I envy you. Teaching is a wonderful life. I almost went into it myself.

When I retire I'd like to take up teaching—just to taper off.”

The teacher said nothing. Whether the man had spoken insincerely, out of pity, or wistfully, out of envy, the meaning was clear. He knew as little about teaching as the teacher knew about banking. But his remark started the teacher thinking. What if he had the opportunity to explain, and the banker the will to listen . . .

On duty officially every third or fourth night in the dormitory, he checks the boys in and sees that they keep reasonably quiet, do a reasonable amount of studying, and go to bed reasonably early, so that he can too. During an evening on duty he will probably fetch one boy to the telephone for a call from home, try to solve one tank-emptying algebra problem, ask one boy on the fourth floor to stop bouncing his lacrosse ball, give one boy library permission to study history and another boy later permission to finish his Latin, and tell one lower middler at 10:35 to stop admiring himself in the bathroom mirror and go to bed. . .

Although dormitory duty brings regular contact with every boy in the building, each man has a particular responsibility to his baker's-dozen advisees. The term *adviser* defies definition. Advisers differ, and one adviser differs in his relationship from one boy to the next, and with the same boy from one day to the next. . . [Even] the experienced adviser seldom knows whether with a given boy he has succeeded or failed. He has at least the illusion as teacher he can measure his success by examination results, and as coach by victories over traditional rivals; but as an adviser he often feels uncertain about the value of his contribution to the boy's welfare. Still, he usually finds that with or without or despite his best efforts, most of his advisees hold their own. And sometimes he finds, 10 years after, that once, perhaps without knowing it or remembering it, by sympathy or tea he did a boy some significant good.



BRADFORD HERZOG

The teacher at Exeter probably coaches. . . He finds that coaching four afternoons a week takes time, and occasionally he prays for rain; but ordinarily he finds that the time is well spent. It gives him a chance to see the boys, and the boys a chance to see him, outside the classroom. It gives him a chance to do a different kind of teaching. . .

But after all, he was hired to *teach*; his main concern, of course, is his classroom teaching. Though an amateur coach, he is a professional teacher. He has only 16 to 20 classes each week, but these classes are of the iceberg but the part that shows. Beneath are his graduate work; his revisions of old material and method, his search for new; his attempt, through reading, writing, and attending conferences to keep up with the latest in his field. . .

He is his own severest critic. He feels that he isn't making full use of the discussion potential of the Harkness small class around a large table. He has a 9:20 class that just doesn't jell, and characteristically he exaggerates the difficulty, blames himself, and feels inadequate. After a particularly discouraging class, especially if one of his students has shown him up on a literary date, he feels that there must be some better way to make a living.

But sometimes, when the class is just right—the boys are attentive; no one, not even the teacher, looks surreptitiously at his wristwatch; even the silent member of the class has something to say; the illustrative joke gets more than a polite laugh; the bell rings unnoticed, the boys excused, do not bolt, but leave slowly and perhaps reluctantly—he is sure that there is no better way to make a living.

Only he thinks that when he retires from the Academy faculty at 68, he'd like to take up banking—just to taper off.

Part Performance, Part Pratfall

Science instructor Sharon Finley

• WINTER 1989 BULLETIN •

I am never, not for a moment, bored or disengaged in a classroom at Exeter. Teaching is part performance, part pratfall (at least my teaching is), so I never know what's coming when I walk into a class. Sometimes I'll spend an exhilarating 50 minutes working with my students and we all end with a flourish of trumpets and drums, delighted with ourselves and our accomplishments of the hour. Sometimes we'll struggle along, pushing and pulling at an idea from all angles. When that happens, I imagine we're a crowd of amateur furniture movers pushing and dropping and tipping some ungainly couch of an idea in all directions, trying to make it fit through a narrow door where it will at last find its place in our house of ideas. Do we succeed in the end? Of course. Are there trumpets and drums? Probably not that day, but surely we'll hear them again and often during the year. ■

Exeter: 45 Minutes of Perfect Joy

By Roland Merullo '71

Beyond the all-club level I was never a very good hockey player, not good enough to make the JV or varsity squads, but I loved the sport as much as anyone who ever put on the crimson jersey and stepped onto the ice. When I was in eighth grade and first applying to the Academy, my parents and brothers and I drove up from Revere, MA, an hour or so south, toured the campus, and had a meeting with Charles Rice, the director of admissions, and a fine man. This may seem strange, but besides Mr. Rice's warmth, what I remember most from that visit is the sight of the Exeter hockey team skating in fast circles on the outdoor rink before the start of the game.



Writer Roland Merullo '71 with his daughters

I was accepted to Exeter for ninth grade, but my father—wisely, it seems to me now—thought I was too emotionally young to go away to school. He said I could reapply for my junior year, and if I was accepted again, and if the Academy offered me a scholarship again, I could go. That's how it worked out. For some reason, among the thousands of memories I have of those two wonderful years at Exeter, my ice-memories are the brightest.

I remember cheering my classmates at the varsity games—Mike Galvin's slapshot, Joey Marsh's speed. And watching one of the faculty members from Amen Hall, Charles Pratt '52, slither past the varsity stars in the faculty-varsity game, skimming over the surface with no shoulder pads on, flying, passing, scoring, as if he'd shed 20 years and had rediscovered some deeply embedded physical grace he had little opportunity to show in the classroom.

It was a great thrill to travel to Andover, as an upper, for the annual club vs. club game, and to score a backhand goal in our 4-1 win. And a great disappointment to lose to them as a senior, though I think our team had gone something like 20-1-1 that season.

But of all the pleasures hockey gave me in those two years, none stands out quite as brightly as the night Chris Jenks '71 and Rick Heitmiller '72 and I, acting on some optimistic impulse, walked over to the new rinks after dinner on the night before Christmas vacation and somehow persuaded the building custodian to let us in a back door. The ice was just-made and unblemished, and for 45 minutes or so it was just the three of us, making mad rushes from one end of the rink to the other, trying impossible passes, two-on-ones, one-on-tuos, flinging wrist shots into the unguarded nets. I remember the smell of new concrete, the sound of our blades on the ice, of the puck booming against the boards, of our cries and shouts of imaginary victory, imaginary heroism, pure camaraderie.

I'm not one of those middle-aged men who look back and think with regret of a lost youth. Life is good now, in most ways better than it was during those two fantastic years. But when I do think of the exultations of youth, I think of those 45 minutes in the Exeter hockey rink, the perfect physical joy of skating and stickhandling, and sending a rubber disc through the air, the sense of friendship, of unquestioned good health, with the vacation looming ahead, just one small, happy piece of what seemed to us then a future that promised nothing but joy.

Writer Roland Merullo '71 is the author of two books of nonfiction and five novels, including *A Little Love Story* (Shaye Areheart Books, 2005).

Everybody Comes to Exeter

From Robert Frost to Robert Oppenheimer, a century's worth of distinguished visitors.

It's a lineup that would do Carnegie Hall—or the halls of Congress—proud. Between 1905 and 2005, poets and presidents, scientists and civil rights leaders, musicians and military leaders have made the trip to Exeter, to speak or perform, to sit at the Harkness table or stand at the Commencement podium. Here, a highly abridged list of luminaries.

Government

Many presidential candidates have passed through Exeter over the years, but none who compare in stature to **Abraham Lincoln**. While his 1860 visit to Exeter came some 45 years before the *Bulletin* began publication (and seven months before his election as president), Lincoln has been the subject of several *Bulletin* articles, including a vivid first-person reminiscence by Marshall S. Snow, class of 1861, published at the time of the Lincoln centennial in the September 1909 issue.

"We boys in the Academy were greatly excited by [the prospect of Lincoln's address at Exeter Town Hall on March 3]," wrote Snow, who went on to become a history professor at Washington University in St. Louis. "We had, to be sure, heard much of Mr. Lincoln's famous debate with Judge Douglas, in the race for the senatorship in Illinois two years before; but our greatest eagerness, after all, was to see the father of Robert Lincoln, 'Bob' as we always called him. Bob Lincoln was a very popular young fellow, a gentleman in every sense of the word; quiet in manner, with a certain dignity of his own."

Snow and his friends were not a little baffled when Lincoln strode onto the town hall stage. "I saw a man whose face impressed me as one of the most interesting as well as one of the saddest and most melancholy faces that I had ever seen," Snow recalled. "His hair was rumpled, his neckwear was all awry, he sat somewhat bent in the chair." That disappointing first impression vanished as Lincoln "rose slowly, untangled those long legs from their contact with the rounds of



Basie



Kearns Goodwin



Khan



Frost at the Harkness table in 1956

the chair, drew himself up to his full height of six feet, four inches, and began his speech. Not 10 minutes passed before his uncouth appearance was absolutely forgotten by us boys, and, I believe, by all of that large audience."

That night, Snow was struck less by the speech's content ("after which I read with great care among his published addresses") than by the character of the man delivering it. "His face lighted up and the man was changed; it seemed absolutely like another person speaking to us," he wrote. "There was no more pity for our friend Bob; we were proud of his father, and when the exercises of the evening were over ... we were the first to mount the platform and grasp him by the hand. I have always felt this was one of the great privileges of my life."

Commencement Day 1966 was notable for at least two reasons. As the August 1966 *Bulletin* pointed out, "it was the first time in anyone's memory [that] the exercises were held out-of-doors." The other reason is clear from the magazine's cover, which shows Principal Richard Day and former **President Dwight D. Eisenhower**, "who came first to see his grandson [David Eisenhower '66] receive his diploma and secondly to accept the invitation of the school to address the graduating class." The President spoke on the importance of character, "presenting the seniors with clear and sometimes stern admonitions concerning what he called the 'stones of life's foundation.'"

"Democracy requires pluralism," the 1974 Exeter Commencement speaker told his audience, "an interchange of ideas and with it a constant challenge to accepted principles." As the attorney who argued a series of landmark desegregation cases before the Supreme Court, including *Brown v. Board of Education*, and then as an associate justice of that court from 1967 to 1991, **Thurgood Marshall** understood this better than most, as he did the possibility of achieving change within a democracy. "No matter what devil you seek to exorcise, be it hunger, or poverty, or injustice," he told the graduates (including son Thurgood Marshall Jr.), "the law provides a way to achieve your goal. In the battle for social justice, the lasting victories have been won not on the streets but in the halls of the legislature and the chambers of the court."

Other government and military leaders whose visits have appeared in the *Bulletin* include **General John Pershing P'27**, who came in 1924 accompanied by his aide, **Colonel George C. Marshall** (later secretary of state); **Secretary of the Navy James Forrestal P'45**, who made a wartime appearance on May 13, 1944, as part of a student conference on politics; **Attorney General Nicholas Katzenbach '39**, morning chapel speaker of January 30, 1965, two days after he was nominated to serve as U.S. attorney general; **Secretary of State Dean Acheson GP'68**, speaker at the 1968 Commencement, just a few days after the assassination of Senator Robert Kennedy; and **General Charles C. Krulak '60**, the commandant of the U.S. Marine Corps, who received the 1997 John Phillips Award.

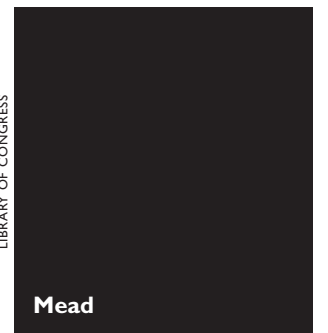
Literature

Poet **Robert Frost**'s frequent visits—which began in 1916, not long after the publication of his first books of poetry (and of poems like "Mending Wall" and "The Road Not Taken") and continued every few years until

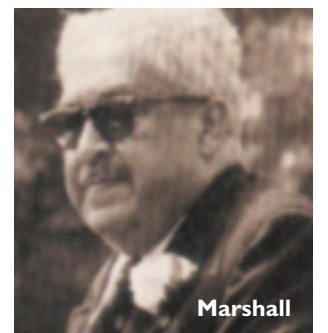
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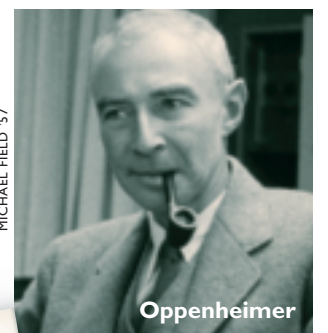
Teagarden



Mead



Marshall



Oppenheimer

Cover story: Principal Dick Day with President Eisenhower



THE PHILLIPS EXETER BULLETIN

Everybody Comes to Exeter

(continued from page 35)

1960—testify to his great fondness for the Academy, and for English instructors like Frank Cushwa, George Richardson and George Bennett ’23. According to writer Olive Tardiff, whose survey of Frost’s public readings and classroom visits (perhaps as many as 15 in all) ran in the February 1979 *Bulletin*, that fondness didn’t prevent this one-time teacher from preaching an educational philosophy somewhat at odds with the Academy’s. “He delighted student audiences by suggesting they ignore their instructors,” Tardiff wrote. “‘Do what you feel is right,’ he often said. ‘Don’t conform ... but expect to pay for your difference.’”

Another major 20th century poet who stopped by Exeter on a snowy evening (February 18, 1951, to be precise) was **W.H. Auden**, who delivered a talk on “Style and Hero in Modern Poetry,” and then met with students at an open house arranged by the Lantern Club, Exeter’s literary society. This tradition has only grown in recent years thanks to the Academy Library’s Lamont Poetry Series, established by Corliss Lamont ’25. Beginning in 1983 with **Jorge Luis Borges**, the Lamont Poetry

Series has brought some of the world’s leading poets to Exeter to give a public reading and to meet with students in and out of class. Past Lamont poets include **Seamus Heaney** (1985), **Gwendolyn Brooks** (1987), **Joseph Brodsky** (1990), **Derek Walcott** (1991), **Donald Hall ’47** (1991), **Maxine Kumin** (1991), **Allen Ginsberg** (1992), **Amy Clampitt** (1993), **Lawrence Ferlinghetti** (1996), **Robert Pinsky** (1999) and **Billy Collins** (2005).

Music

Under director of music Arthur Landers, Exeter became known as a “singing school.” Between 1937 and 1942, it was also a “swinging school,” thanks to a remarkable series of big bands that played at the Academy, beginning with **Count Basie**, who played the 1937 Fall Dance with a group that included tenor saxophonist **Lester Young**. Much of the credit goes to the ever-resourceful Hammy Bissell ’29, a big band aficionado who in 1938 became chair of the School Dance Committee, an experience he recounted in the fall 1985 *Bulletin*. Together with a prominent Boston concert promoter, he brought many up-and-coming bands to Exeter, including **Glenn Miller** (the 1938 Fall Dance), **Harry James** (the 1939 Southern Club Dance) and **Jack Teagarden** (the 1940 June Ball). The sound of Teagarden’s 16-piece band “playing for the Tea Dance, which was then held on the lawn beside Dr. Perry’s house, was one of the great musical thrills of my time,” Bissell wrote.

Bissell was also responsible for a now-legendary October 31, 1948 concert featuring blues great Huddie Ledbetter, a detailed account of which appeared in the winter 1993 *Bulletin*. **Leadbelly**, as he was

better known, mesmerized his student audience with songs like “Ain’t Going Down to the Well No More” and “Rock Island Line.” “The boys’ cheering,” history instructor Henry Bragdon later wrote, could be heard “close to half a mile away.”

Leadbelly came to Exeter through the Loewenstein Fund (founded in memory of George Loewenstein ’23 to promote the arts at the Academy), which also made possible visits by two seminal figures in classical music: French music teacher **Nadia Boulanger** and Russian-born composer and pianist **Igor Stravinsky**. “Of all the artists who have come to Academy in recent years,” opined the July 1939 *Bulletin*, “Mlle. Boulanger seemed to make the most lasting impression on the boys. On February 19, this great teacher of music composition gave a talk on ‘How to Listen to Music,’ illustrated by herself at the piano and by the singing of three assistants who came with her.”

Boulanger must also have been favorably impressed with Exeter, because she helped make arrangements for Stravinsky’s visit on March 17, 1940. “The climax of the evening,” according to the April 1940 *Bulletin*, “was a performance by Mr. Stravinsky and Miss [Adele] Marcus of the *Concerto for Two Pianos*, composed by Mr. Stravinsky. Exeter should feel honored that Mr. Stravinsky appeared here, as he has accepted no engagements in schools or colleges except Harvard University.”

Later that same year, students enjoyed the sound of some very different music when the **Trapp Family Singers** performed a December concert, their second appearance at the Academy. “Again they captivated an audience which overflowed onto the stage and out into the corridors,” raved the February

1941 *Bulletin*, “[with] a program that ranged from 16th century motets and madrigals, through chorales to Austrian, English and American folk songs.”

History and Social Science

Interest in both history and current affairs has brought a steady stream of authors and academics to the Academy, including, in 1940, “**André Maurois**, the brilliant French author and critic, [who] spoke in the Academy Chapel, on Sunday, November 17, on ‘Lessons of the War,’” the February 1941 *Bulletin* reported. Maurois’ prophetic visit came just months after France surrendered to the Nazis, but a year before America entered the war.

Following the war’s end, the Academy launched a lecture series on contemporary race relations with speakers that included two well-known cultural anthropologists. **Eslanda Robeson**, author of *African Journey* (and like her husband, Paul Robeson, a political activist), spoke on “The Negro in World Affairs,” on January 13, 1946, while “Getting Over Racial Handicaps in Our Thinking” was the topic of **Margaret Mead**, who came to Exeter on January 26, 1947, according to the spring 1947 *Bulletin*.

The Academy welcomed one of its own when historian **Arthur Schlesinger ’33** spent two days at Exeter in November 1954, a visit noted in the December *Bulletin*. Then a professor at Harvard, Schlesinger spoke on “The Presidency—Too Big for a President?,” a question he would ponder anew when, seven years later, he became a special assistant to President John Kennedy. The April 1965 *Bulletin* carried news of another academic who would later

double as a presidential adviser (to Presidents Nixon and Reagan) and, in 1976, win the Nobel Prize: University of Chicago economist **Milton Friedman**, who delivered that year’s Ingersoll lecture and met with students.

A pair of Pulitzer Prize-winning historians helped the Academy mark two recent milestones: **Doris Kearns Goodwin**, whose works include *No Ordinary Time*, a biography of Franklin and Eleanor Roosevelt, was the featured speaker at a gala celebration marking the 25th anniversary of coeducation at Exeter in September 1995, while **David McCullough** (*Truman* and *John Adams*) gave an audience gathered to celebrate the October 30, 2004 launch of The Exeter Initiatives a preview of his latest book *1776*, and of John Adams’ reflections on the central role that education plays in the formation of a democracy.

Science and Engineering

Two men whose lives and work are intertwined with World War II both spoke at the Academy. “**Igor I. Sikorsky**, noted designer and builder of airplanes, gave the first Sunday night lecture of the Winter Term, January 12, on the subject ‘The Present and Future of Aviation,’” the April 1941 *Bulletin* reported. Just two years earlier, Sikorsky had designed the first successful American helicopter, and the Sikorsky S-47 became the first mass-produced military helicopter.

As director of the Manhattan Project, physicist **Robert Oppenheimer** headed up America’s development of the atomic bomb, only to lose his security clearance during the McCarthy era amid allegations that he was a communist sympathizer. Those allegations were

later discredited, but perhaps that’s why the *Bulletin* contains only a passing reference to Oppenheimer’s November 1955 visit to the school. “The *Manchester Union* was apoplectic that he was at Exeter,” recalls Michael Field ’57 (who took the photo on page 35 during Oppenheimer’s visit). “I don’t know if Professor Oppenheimer discussed politics when he was at Exeter. He did give a couple of formal talks, but mostly he was available for informal discussions, where we asked him questions about science and science fiction.”

Architecture

Following the war, Exeter welcomed two giants of 20th-century architecture. The first was the one-time director of the Bauhaus, the German design center that was to exert such an influence on modern architecture, who had immigrated to America prior to the war. “On April 30, **Dr. Walter Gropius**, distinguished architect and Harvard professor, gave a lecture entitled ‘Modern Architecture and Planning,’” the July 1952 *Bulletin* reported.

The visits of the second architect were more frequent, and his presence continues to be felt to this day. **Louis Kahn**, who received the commission to design the Academy Library in November 1965, made his first visit to Exeter in January 1966 (and his first appearance in the *Bulletin* in the summer 1967 issue). Rodney Armstrong ’68 (Hon.), the Academy’s librarian emeritus, recounted how Kahn came to design the library in the spring 2004 issue. “His library fulfilled our dreams and hopes, and did indeed shift the center of our school world,” Armstrong wrote. “Immodestly, I add that it is the greatest secondary school library, here or abroad.” ■

Let Us **Now** Praise Great Books

James Agee '28,
John Knowles '45, John Irving '61
and other 'Exonians in Review.'

By Beth Brosnan

Exeter has always been a school that writes—and then rewrites some more. So perhaps it's not surprising that so many Exeter alumni/ae have made their careers as writers, nor that the *Bulletin* has followed their work with interest.

The very first *Bulletin* carried news of novelist **Booth Tarkington**, class of 1889, who later won the Pulitzer Prize not once, but twice, for *The Magnificent Ambersons* (1918) and *Alice Adams* (1921). Also singled out was **Henry A. Shute**, class of 1875, whose humorous recollections of his Exeter boyhood earned him the nickname "the Mark Twain of New England." (In the late 1960s, when Shute's best-known work, *The Real Diary of a Real Boy*, was brought out in a new edition, the *Bulletin* serialized it over the course of three issues.)

For many years, news of Exonian authors appeared in the Class Notes section, but in 1954 editor William Cox introduced a regular book column (later overseen by instructor emeritus

William Bates '24) that continues to this day. Today, the *Bulletin*'s Exonians in Review section, compiled by archivist Edouard Desrochers '45 (Hon.), considers not only books and articles, but also recordings, films and other media.

The very best place to immerse yourself in the collected works of Exeter writers is on the fourth floor of the Class of 1945 Academy Library. There, in the Lamont Reading Rooms (named for Thomas Lamont, class of 1888, and his son Corliss Lamont '20, and presided over by Diego Rivera's striking portrait of the younger Lamont), you'll find the library's Faculty and Alumni/ae Collections—more than 5,000 works created or donated by alumni/ae, faculty members and Bennett Fellows. Here, from the *Bulletin*'s back pages, are notes on just a few of those great books.

Robert Benchley (1889–1945), class of 1908, was for many years the drama critic for *The New Yorker*, as well as a screenwriter, actor and Algonquin Round Table regular. But above all, as the *Bulletin* noted at the time of his death, Benchley was an "unrivaled author of humor," whose literary canon includes *From Bed to Worse*, or *Comforting Thoughts About the Bison* and *The Treasurer's Report*, and *Other Aspects of Community Singing*. According to the winter 1946 *Bulletin*, that canon began "in Exeter with a modest contribution on serving as a 'super' at the Opera which Mr. Cushwa persuaded him to make to the Phillips Exeter *Monthly*." Benchley later remarked that "it took me fifteen years to discover that I had no talent for writing, but I couldn't give it up because by that time I

was too famous." His son **Nathaniel Benchley** '34 (1915–1981) was also a well-regarded writer whose best-known book, *The Off-Islanders*, was made into the film *The Russians Are Coming, The Russians Are Coming*; his grandson **Peter Benchley** '57 is the author of the enormously popular best sellers *Jaws* and *The Deep*.

Corliss Lamont '20 (1902–1995) not only gave his name to one of the Lamont reading rooms (and to the Lamont Poetry Series, which he endowed), he also authored dozens of books and pamphlets on its shelves, including *The Civil Liberties Crisis*, *Challenge to McCarthy* and his autobiography, *Yes to Life*. "Instead of following his father to Wall Street, he used his energy to champion radical causes," Albert Bickford '20 wrote in the fall 1995 *Bulletin*. "He taught at Harvard, Cornell, Columbia and



Corliss Lamont '20 by Diego Rivera

other universities, campaigned for Soviet-American friendship, and weathered false accusations of Communist affiliations." He also served as director of the American Civil Liberties Union for 22 years.

Dwight Macdonald '24 (1906–1982) inscribed the Academy's copy of his book *Memoirs of a Revolutionist: Essays in Political Criticism* "To Exeter, my hotbed of revolution." Writing in the January 1958 *Bulletin*, history instructor Henry Bragdon called Macdonald—editor of the influential *Partisan Review*, and later a contributor to *The New Yorker* and film critic for *Esquire*—"highly sensitive, highly original, and abundantly cultured." Not including his tenure as an editor of the *Phillips Exeter Monthly* (and duties as class poet), Macdonald began his journalism career with the business magazine *Fortune*, "an experience," Bragdon noted, "which helped to disillusion him with American capitalism and drive him toward Marxism, Trotskyite branch." Macdonald's subsequent



Humorist Robert Benchley, class of 1908

disillusionment with Stalin propelled him toward anarchism and pacifism, "like Thoreau a century earlier. But unlike Thoreau he has no place to hide: there are no Waldens in Dwight Macdonald's universe," Bragdon concluded. "He is too immersed in events."

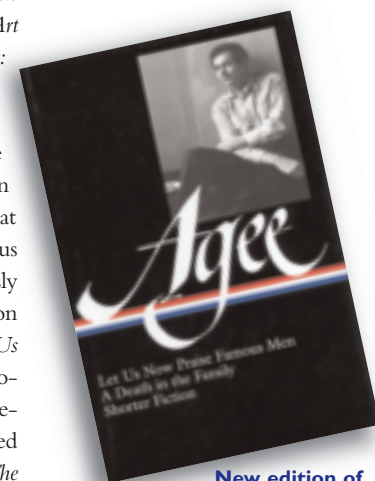
Both **Lincoln Kirstein** '25 (1907–1996) and **Thomas Hoving** '49 spent only a brief time at Exeter—Kirstein completed a single year, Hoving a single term—but each went on to make a lasting mark in the arts: Kirstein as co-founder, with George Balanchine, of the New York City Ballet, and Hoving as director, from 1967 to 1977, of the Metropolitan Museum of Art. Each also wrote extensively about their fields: Kirstein's books include *Movement and Metaphor: Four Centuries of Ballet* and his 1994 memoir *Mosaics*; Hoving's, *Making the Mummies Dance: Inside the Metropolitan Museum of Art* and, earlier this year, his 15th book, *American Gothic: The Biography of an American Masterpiece*.

Writing in the May 1969 *Bulletin*, English instructor emeritus Paul Malloy observed that "the achievement of **James Agee** '28 [b. 1909] has been increasingly recognized since 1955, when he died at the age of 45." His friend and fellow Exeter alumnus Dwight Macdonald called Agee "the most copiously talented writer of my generation, ready . . . to take on anything"—be it the impassioned reporting of *Let Us Now Praise Famous Men*, his collaboration with photographer Walker Evans about Depression-era sharecroppers; the astute and ardent film reviews collected in *Agee on Film* and his ambitious screenplays for *The African Queen* and *Night of the Hunter*; or the posthumously published novel which earned him the Pulitzer Prize, *A Death in the Family*. Declared Macdonald, "In his best writing the conventional antithesis between 'feeling' and 'intellect' disappears, merging into something beyond talent or craft, something which only the old-fashioned word 'genius' adequately describes." In April 1981, as part of its bicentennial celebration, the Academy invited Father James Harold Flye, Agee's boyhood teacher and lifelong mentor, psychiatrist and author Robert Coles and journalist Lincoln Caplan '68 to campus for a symposium on Agee's life and work. Agee's ascendancy continues to this day: just this year, the Library of America reissued two volumes of his work.

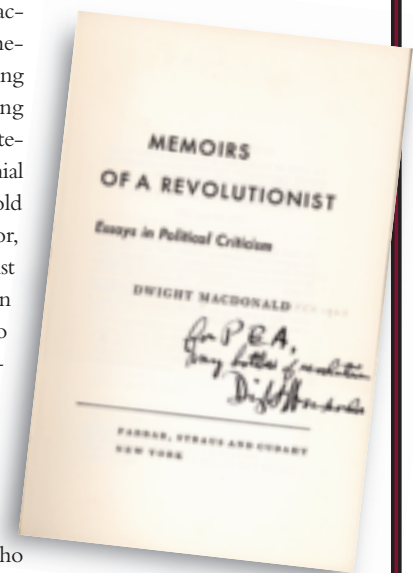
The brief item on page 31 of the summer 1946 *Bulletin* is a study in understatement: "**Arthur M. Schlesinger Jr.** '33 was awarded the Pulitzer Prize this spring for his book *The Age of Jackson*." (In a brief postscript let us point out that Schlesinger, who was born in 1917 and graduated from Exeter at the ripe old age of 15, was just 28 when he published his



Museum director Thomas Hoving '49

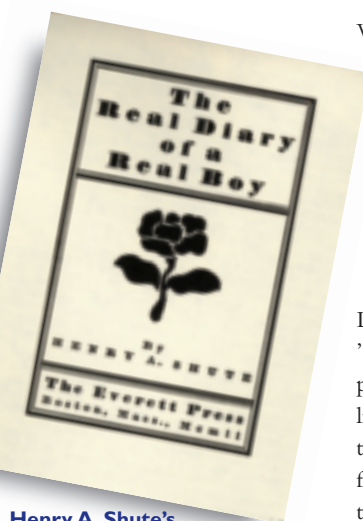


New edition of James Agee's works



Dwight Macdonald '24

Novelist Booth Tarkington, class of 1889



Henry A. Shute's best-known work



Historian Arthur Schlesinger '33 lecturing at Exeter in the 1950s

masterful reinterpretation of the Jacksonian era.) Over the course of his distinguished career in government and academia, Schlesinger has made frequent appearances in the *Bulletin's* pages, with the publication of books like *A Thousand Days: John F. Kennedy in the White House* (a second Pulitzer), *The Imperial Presidency* and *A Life in the 20th Century: Innocent Beginnings, 1917–1950*, the first volume of his autobiography, and in 1999 when he received the Academy's highest honor, the John Phillips Award.

Distinguished faculty historians include **Henry Bragdon** (1906–1980), the author, with Samuel McCutchen, of *The History of a Free People*, considered for many years the definitive American history textbook (and outselling all of Macmillan's other titles with the exception of *Gone With the Wind*). Writing in the June 1954 *Bulletin*, Andover history instructor Frederick Allis called it “the best high school textbook in American history [this reviewer] has ever seen. . . . The purpose of the authors is to tell the story of this country's development in simple and straightforward fashion, and furthermore, to tell it all. The main theme is American freedom, but the authors refuse to grind any axes along the way. They take the bad with the good and are scrupulous to present all sides of an issue, especially when historians disagree as to its proper interpretation.” American history is also the field of emeritus history instructor **Donald Cole**, the author of well-regarded books on Presidents Andrew Jackson and Martin Van Buren; and of current faculty members **Bill Jordan** (*Black Newspapers and America's War for Democracy, 1914–1920*) and **Michael Golay** (*A Ruined Land: The End of the Civil War and The Tide of Empire: America's March to the Pacific*).

It was diplomacy that first brought **Thomas Whitney '34** to the Soviet Union in 1944, as an economic specialist with the U.S. Embassy in Moscow, a posting that led to two abiding connections: marriage to his Russian-born wife, Yulya, and, beginning in the 1960s, a career as a translator of contemporary Soviet literature, including the works of Nobel Prize-winner Aleksandr Solzhenitsyn.

The October 1974 *Bulletin* featured a lengthy interview with Whitney, then a visiting fellow at the Academy, about his translations of *The Gulag Archipelago*, *One Day in the Life of Ivan Denisovich* and *The First Circle*.

Over the course of his long career, playwright **Robert Anderson '35** has written many successful plays, but he remains best-known for his 1953 drama,

Tea and Sympathy, the story of a sensitive young boarding school student taunted by his classmates and befriended—intimately—by the wife of a faculty member. In the spring 1997 *Bulletin*, Anderson had this to say about the play's production and its origins: “Elia Kazan, the director of the play, and Jo Mielziner, who designed the magical set, and I came to Exeter to get the atmosphere. Harris Thomas and his wife, then master of Williams House where I had



Solzhenitsyn translator Thomas Whitney '34

been a proctor my senior year, opened his house to us and Kazan and Mielziner absorbed and took pictures of the living room. When I had been a proctor, the Thomases had sometimes asked me to come down and babysit while they went out for an evening so I knew it well. It had a homey atmosphere that nothing else at Exeter had (at least in my world of Exeter.)

“I didn't think Exeter would ever want to see me again when the play was produced on Broadway [featuring John Kerr '48 in the lead role], but they promptly invited me to give a talk in the library. Harris Thomas and his wife were still in residence in Williams House, and after the talk, they invited me in for a small party. As I was entering the house, I took Mrs. Thomas aside and said, ‘I hope the play hasn't caused you any embarrassment.’ She replied, ‘Nobody has been so kind as to suggest that I was the woman.’

“At my 50th reunion, we were all having drinks before lunch down by the shore and several of my classmates kept sidling up to me saying, ‘Wasn't it really Mrs. Percy Rogers you were thinking about when you wrote all that?’ Mrs. Rogers, who *had* been the belle of the school in my time, and whom I had escorted to the Musical Club Dance, was with us at the luncheon party. With perhaps one drink under my belt, I went up to her and told her how beautiful she still was and then said, ‘You know, my friends here think that it was you I had in mind when I wrote the character of Laura’ (played by Deborah Kerr on Broadway and in the movie). Lill Rogers drew back with a frown and said, ‘She was naughty. Couldn't she just have held his hand?’”

John Holt '39 (1923–1985) became a leader of the 1960s education reform movement with the publica-

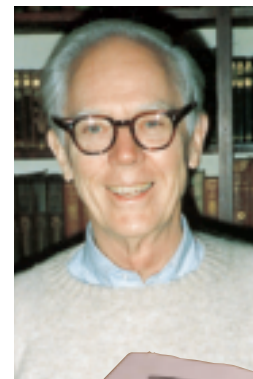
tion of *How Children Fail* (1964), his impassioned plea for “schools and classrooms in which each child in his own way can satisfy his curiosity, develop his abilities and talents, pursue his interests.” In the book's Acknowledgments section, Holt credited Robert Cunningham, “my English teacher at Exeter, who used to tell us, ‘Certainty is illusion, and repose is not the destiny of man,’ and thus, for the first time, opened my mind to the possibility of doubt and change.” In his later books, Holt despaired of affecting real change within schools and became an early advocate of home schooling.

The October 1955 Class Notes section reported that “**Sloan Wilson '39** [b. 1920] is the author of the new popular novel *The Man in the Gray Flannel Suit*, which was recently purchased for the movies.” Wilson's portrait of “the pressures, problems and tribal customs of the men in gray flannel suits, the ambitious commuters who are too young to be either successes or failures but whose time is running out” (in the words of *New York Times* critic Orville Prescott) became one of the best-known and best-selling novels of the Eisenhower era, as well as a hit movie starring Gregory Peck. It was also timeless enough that it was reissued in 2002



JANE BOWN

(shortly before Wilson's death in 2003), with an appreciative introduction by novelist Jonathan Franzen. “**Gore Vidal '43** entered the Army in 1943 and was discharged in 1946. He was the youngest warrant officer in the Army, and is now associated with E.P. Dutton. His first novel, *Williwaw*, will be published in June 1946.” So reads a class note from the spring 1946 issue—the first, but hardly the last, mention of this prolific, prodigiously talented novelist, essayist and screenwriter to appear in the *Bulletin*. Today, the Academy Library lists more than 60 different works written by and about Vidal, including *Burr*, *Lincoln*, *Myra Breckinridge* and *Palimpsest*, his 1995 memoir. Of his lifelong fascination with politics, Vidal had this to say in an interview with Reena Jana '87 in the winter 1992 *Bulletin*: “I was brought up in Washington, D.C., in a polit-



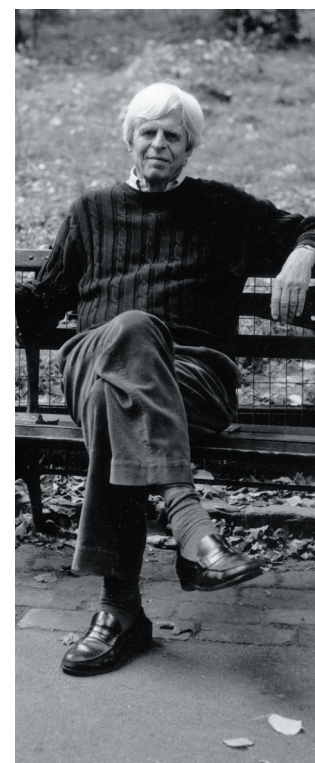
Playwright Robert Anderson '35

ical family and my grandfather . . . assumed that I would follow him into the family trade. Unfortunately, I was a born—as opposed to made by vanity or school—writer. One cannot do both. Writers must tell the truth as they understand it. Politicians must never give away the game.”

When **George Plimpton '44** (1927–2003) made the cover of the spring 2002 *Bulletin*, it wasn't with tales of how he co-founded the ground-breaking literary magazine *The Paris Review* or came to write *Out of My League* or *Paper Lion*, his now-classic accounts of his brief and comic tenures with the New York Yankees and the Detroit Lions. Rather, it was with the self-deprecating story of his Exeter student days, many of them spent in study hall (“I was confined a lot, like a caged mink”) or the butt rooms (“there was more smoke in one of those rooms than there is in the funnel of an old-fashioned locomotive”). And then there was the time Plimpton attempted to “borrow” one of the stuffed animal heads that used to line the walls of the Elting Room in Phillips Hall. “I was, of course, caught with the rhino head,” he wrote. “*Mortification*. What do you say if you're caught with such a thing? Afterwards, but too late, the thought occurred to me that I should have said, ‘I'm bringing it back.’”

No novel is more closely associated with Exeter than *A Separate Peace*. As William Jackson observed in a review in the February 1960 *Bulletin*, “When Gene walks across the playing fields toward the river on a bleak, rainy afternoon late in the fall, few Exonians will fail to be with him each wet step of the way.” But readers who never set foot, wet or dry, near the Exeter campus also took this portrait of adolescent friendship and betrayal to heart. Perhaps that's because author **John Knowles '45** (1926–2001) held Exeter, and youth in all its folly and glory, so close to his own heart and evoked both so well.

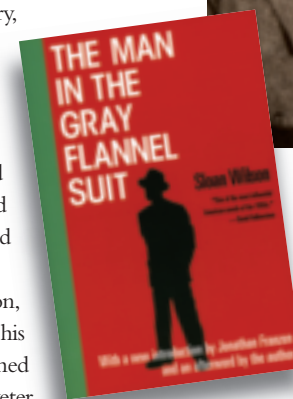
At the time of his 50th reunion, Knowles wrote a reflection about his two years at Exeter that was published in the summer 1995 *Bulletin*: “Exeter was, I suspect, more crucial in my life than in the lives of most members of my class, and conceivably, than in the lives of almost anyone else who ever attended the school. It picked me up out of the hills of West Virginia, forced me to learn to study, tossed me into Yale (where



George Plimpton '44: writer, editor, big-game hunter



Back in fashion: Sloan Wilson '39





John Knowles '45 contemplates *A Separate Peace*

I was virtually a sophomore by the time I entered), and a few years later inspired me to write a book, my novel *A Separate Peace*, which, eschewing false modesty, made me quite famous and financially secure.”

Not that it was love at first sight, Knowles acknowledged: he struggled during his first year, both with the work and with the “breath-takingly cold” NH winters. But when he stayed on for the summer session held during World War II so that students could accelerate their studies and graduate early, he realized he “had fallen in love with Exeter. . .

The great trees, the thick clinging ivy, the expanses of playing fields, the winding black-water river, the pure air all began to sort of intoxicate me. Classroom windows were open; the aroma of flowers and shrubbery floated in. We were in shirtsleeves; the masters were relaxed. Studies now were easy for me. The summer of 1943 at Exeter was as happy a time as I ever had in my life.

“Everything fit. There was a lively, congenial group of students in Peabody Hall that summer, many of them from other schools, accelerating like me. One was David Hackett from Milton Academy, on whom I later modeled Phineas in *A Separate Peace*. A great friend of Bobby Kennedy’s, he later served under Bobby in the Justice Department. We really did have a club whose members jumped from the branch of a very high tree into the river as initiation. The only elements in *A Separate Peace* which were not in that summer were anger, envy, violence and hatred. There was only friendship, athleticism and loyalty.”

The full text of Knowles’ essay is available on the Academy Library’s website (at http://library.exeter.edu/dept/Special/separate_peace/index.html), along with other materials about *A Separate Peace*, including Knowles’ description of how he came to base one of his characters on Gore Vidal ’43. The library itself is home to Knowles’ original manuscript, which he donated to the Academy shortly after *A Separate Peace* was published.

Whitney Balliett '45 once wrote that “a critic is a bundle of biases held loosely together by a sense of taste.” Of Balliett himself—longtime jazz critic for *The*

New Yorker and the author of such admired books as *The Sound of Surprise*, *Dinosaurs in the Morning* and *Collected Works: A Journal of Jazz, 1954-2000*—it is necessary to add “and a keen sense of style, and a matchless ability to evoke the experience of music in words.” Take his appreciation of pianist and composer Thelonious Monk, “an utterly original man who liked to pretend he was an eccentric. Indeed, he used eccentricity as a shield to fend off a world that he frequently found alien, and even hostile. . . . At the keyboard, he swayed back and forth and from side to side, his feet flapping like flounders on the floor. While his sidemen soloed, he stood by the piano and danced, turning in slow, genial circles, his elbows out like wings, his knees slightly bent, his fingers snapping on the after-beat. His motions celebrated what he and his musicians played: Watch, these are the shapes of my music.”

When it comes to writing well, poet **Donald Hall '47** wrote the book—literally. First published in 1973, his textbook *Writing Well* instructed a generation of students how to better navigate the English language. Hall himself has written not only well, but widely: he is the author of more than 100 books, including such memoirs as *String Too Short to Be Saved*, children’s books like *The Ox-Cart Man*, biographies and plays. But Hall is first and foremost a poet, and has been since his student days.



Poet Donald Hall '47 in 1952

“I came to Exeter in 1944 writing free verse, fought the English department for two and a half years, and left here writing meter and rhyme,” Hall said in 1995 when he received the John Phillips Award, in remarks printed in the summer issue that year. Forty-eight years earlier, the summer 1947 *Bulletin* reported that Hall had served as class poet at his graduation; the July 1952 *Bulletin* reprinted in

full his poem “Exile,” which received the prestigious Newdigate Prize at Oxford University, where he was then a graduate student (and, in his spare time, poetry editor of *The Paris Review*). Since then, Hall has won the National Book Critics Award for his long poem *The One Day*, and the Lenore Marshall/Nation Poetry Prize for his collection *The Happy Man*. His most recent books include *The Best Day the Worst Day and Without*, both of which deal with the loss of his wife, poet Jane Kenyon, who died of leukemia in 1995.

A number of poets have graced the Exeter English department over the years, including **Charles Pratt '52** (*In the Orchard*), **Dolores Kendrick** (*The Women of Plums*), **Rex McGuinn** (*Landing in Minneapolis*) and **Ralph Sneed** (*Off Little Misery*



BRADFORD HERZOG

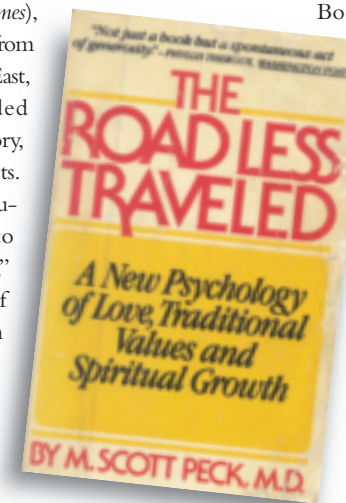
Island, due out in November).

M. Scott Peck '53 (1936–2005) didn’t set out to start a

movement, but with the publication of his first book in 1978, that’s exactly what he did. *The Road Less Traveled: A New Psychology of Love, Traditional Values, and Spiritual Growth* spent a total of 694 weeks on the best-sellers list and helped launch the self-help genre. A psychiatrist with a deep interest in spiritual matters, Peck began his book with one of the briefest and best-known opening lines of recent years: “Life is difficult.” His prescription for dealing with those difficulties should sound familiar to Exonians of any era, including John Phillips himself: “Discipline is the basic set of tools we require to solve life’s problems,” he wrote. “Problems call forth our courage and our wisdom; indeed, they create our courage and wisdom. It is only because of problems that we grow mentally and spiritually.”

During his 40 years as a foreign correspondent (most of them with *The Los Angeles Times*),

David Lamb '58 has reported from Vietnam, Africa and the Middle East, and produced well-regarded overviews of each region’s history, culture and present-day conflicts. Lamb’s book *The Africans* “is invaluable for anyone who wants to understand contemporary Africa,” wrote Kathryn Saltonstall (wife of Principal Emeritus William Saltonstall, who directed the Peace Corps program in Nigeria from 1963 to 1965) in the spring 1983 *Bulletin*. Lamb has also brought his reporter’s eye to bear on America, including his 1996



M. Scott Peck's best seller

Across America by Bicycle, which chronicled not only “the most foolhardy adventure of my life,” but also Lamb’s reflections on the American character at the close of the 20th century.

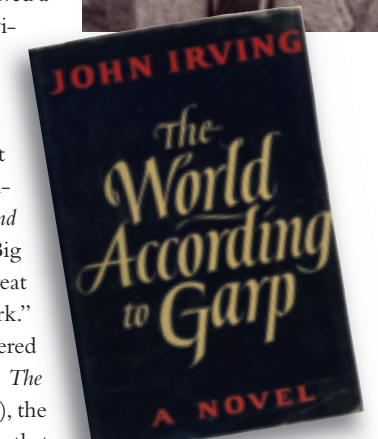
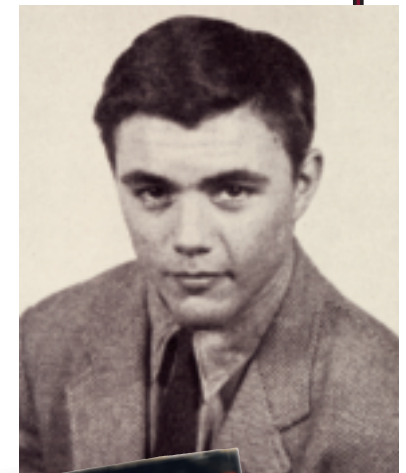
Robert Thurman '58; P'85, P'90 is hardly the only Exonian required to withdraw from the Academy, but he’s probably one of the few asked to do so because he ran away to join the Cuban Revolution. Thurman later left Harvard as well, but on a spiritual rather than a political quest: he traveled to the East to study Buddhism and in 1965 became a Tibetan Buddhist monk, the first Westerner to be so ordained (and by the Dalai Lama, no less, who became a lifelong friend as well as a spiritual guide). While he later left the monastery, Thurman had found his life’s calling, and he has become one of America’s foremost authorities on Tibetan Buddhism, a pro-

fessor at Columbia and the co-founder and director of New York’s Tibet House. Thurman’s books include *Essential Tibetan Buddhism*, *Inner Revolution: Life, Liberty and the Pursuit of Real Happiness* and *Infinite Life: Seven Virtues for Living Well*.

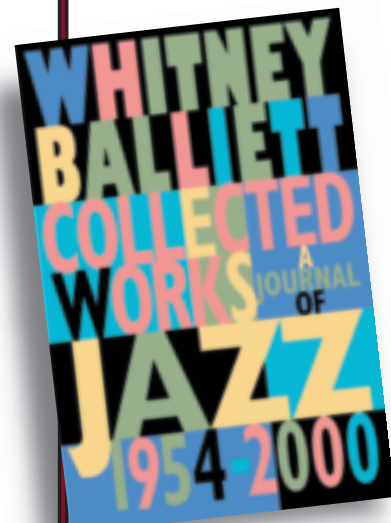
Sharp-eyed readers of the August 1965 *Bulletin* may have paused over a black-and-white photo and a caption noting that the young man with the intense gaze had just graduated from UNH, where he’d received a prize in recognition of a “high degree of creativity in an academic program.” Over the course of his career, novelist **John Irving '61** has demonstrated this “high degree of creativity” again and again, beginning with the publication of his first novel, *Setting Free the Bears*, in 1969, and continuing through his latest, the 824-page *Until I Find You*, which *The New York Times* called “his Big Book, an attempt to resolve the great

themes of his life and work.” Many readers first encountered Irving’s antic imagination in *The World According to Garp* (1978), the critical and commercial success that made Irving one of the best-known writers in America. In the spring 1978 *Bulletin*, Bennett Fellow Robert Chibka called *Garp* “ambitious, painful, darkly comic,” a fair description for the author’s sensibility as well as his work. Irving not only attended the Academy, he grew up on the campus, and Exeter has been a recurring presence in many of his books, including *A Prayer for Owen Meany* and *A Widow for One Year*. In the

summer 2004 *Bulletin*, Irving spoke about what he did, and didn’t learn at Exeter. “I’m eternally grateful to the Academy for its rigorousness,” he said. “I’m a hard worker, and I had to be at Exeter—needing five



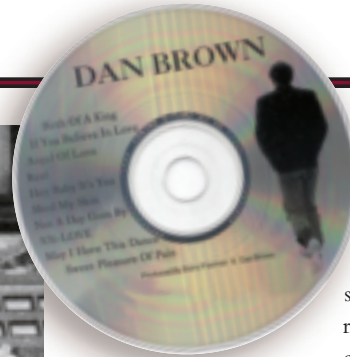
John Irving '61 in 1965, 13 years before *Garp*



A lifetime of listening: Whitney Balliett '45



In 1992, Dan Brown '82 wrote about his experiences in the L.A. music scene.



years to complete the four-year program, don't forget." What Exeter can't necessarily prepare a student for, he added, "are the kinds of experiences the characters in my novels generally face: sorrow, loss, grief or dysfunction. No school does."

Psychiatrist **Edward Hallowell '68** is one of the country's leading experts on Attention Deficit Disorder (ADD), the founder of the Hallowell Center for Cognitive and Emotional Health, and, from 1983 to 2004, a faculty member at Harvard Medical School. But the fact that Hallowell is a writer as well as a physician can be traced to the classroom of Exeter English instructor Fred Tremallo.

In an interview with James Bourne '82 in the spring 2000 *Bulletin*, Hallowell recalled how Tremallo encouraged him to develop a short story he had written. "The next thing I knew," said Hallowell, "I was adding three pages to it, then 10 pages, then 20 pages." By the end of his senior year, Hallowell had written a novel, won the English IV prize and discovered, he said, "an identity as a writer. Because of Fred Tremallo, I decided within myself that I wanted to write."

Today, Hallowell is the author of more than 10 books, including his 1994 best-seller, *Driven to Distraction*, and *The Childhood Roots of Adult Happiness* and *Worry: Hope and Help for a Common Problem*. The class of '71 can boast not one, but two authors equally adept at fiction and nonfiction: **Joyce Maynard**, whose books include *At Home in the World*, *To Die For* and, most recently, *The Cloud Chamber*; and **Roland Merullo**, author of three books inspired by his boyhood home of Revere Beach, MA, as well as the just-published novel *A Little Love Story*. Maynard and Merullo also share the experience of having arrived at the Academy as nominal outsiders—Maynard as one of the 10 girls in Exeter's very first coeducational class; Merullo, as a scholarship student from the "working-class heaven" of Revere—who found a place within the Exeter community. "I had fled one paradise and stumbled into another," Merullo wrote in his memoir

Revere Beach Elegy, thanks to the fact that "my roommate was a good guy, that I could play hockey every winter day on a real ice rink, make the JV baseball team, walk alone in the woods." For Maynard, a sense of connection came later, something she reflected on in the fall 2001 *Bulletin*. "For me, reunions have provided what school did not—a chance to get to know, decades later, a group of men with whom I wish I'd been acquainted long before. All these years out in what we at Exeter used to refer to as 'the real world' have taught me to appreciate more fully the extraordinary nature of the group assembled at the school: the intensity of their passions, the commitment to a kind of excellence sorely lacking in most of the places we've encountered since."

Today, **Dan Brown '82** is known to readers the world over as the author of *The Da Vinci Code*. But readers of the *Bulletin* first met Brown as an aspiring singer-songwriter trying to break into the competitive Los Angeles music scene, an experience he wrote about in the fall 1992 issue. If his L.L. Bean wardrobe was a little out of place, his Exeter education proved surprisingly useful. "Exeter vaccinated me against insecurity," Brown wrote. "It vaccinat-



Novelist Chang-rae Lee '83 at Exeter in 2001



BARBARA HOBSON

ed me against laziness. It vaccinated me against accepting mediocrity. It vaccinated me against setting limits on my potential. It gave me the tools to be persistent and fearless in the face of extraordinarily unfavorable odds and the immense rejection that are so much a part of the career I've chosen." (For a related article, see page 44.)

On the basis of his first three books—*Native Speaker*, *A Gesture Life* and *Aloft*—**Chang-rae Lee '83** has been acclaimed as one of America's most gifted novelists. "It seems right to mention Lee in the same breath as Andre Dubus and Raymond Carver," English instructor emeritus Charles Terry wrote in the summer 2004 *Bulletin*, "because he takes similar risks and achieves similarly profound effects." The summer 2001 *Bulletin* carried news of an assembly talk that Lee gave that spring, in which he described the act of writing as "discovering, word by word, the ineffable shape of what you haven't yet imagined or understood." ■



Alumni/ae are urged to advise the Exonians in Review editor of their own publications, recordings, films, etc., in any field, and those of classmates. Whenever possible, authors and composers are encouraged to send one copy of their books and original copies of articles to Edouard Desrochers '45 (Hon.), the editor of *Exonians in Review*, Phillips Exeter Academy, 20 Main Street, Exeter, NH 03833. Alumni/ae interested in reviewing works by fellow Exonians are also encouraged to contact the editor at the same address, or by email at edesrochers@exeter.edu.

1942—Richardson K. Noback, M.D. *Realism, Standards and Performance: Three Essentials in Assessment, Planning and Action*. (Trafford Press, 2005)

1946—Frank Reeve. *The Return of the Blue Cat*. [poems with a CD of performance by the author with the improv jazz trio Exit 59] (Other Press, 2005)

1946—Frank Reeve. *Lions and Acrobats: Selected Poems by Anatoly Naiman* [translated by Shohl Rosen and F. D. Reeve] (Zephyr Press, 2005)

1946—Frank Reeve. *My Sister Life*. [a novel] (Other Press, 2005).

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1952—John Loengard. *As I See It*. (Vendome Press, 2005)

1958—William Weber. *Music and the Middle Class: The Social Structure of Concert Life in London, Paris and Vienna Between 1830 and 1848*. [2nd edition]. (Ashgate, 2004)

1958—William Weber. *The Musician as Entrepreneur*,

1700–1914. (Indiana University Press, 2004)

1959—John Dickey. *Earth: A Narrative in Verse*. (AuthorHouse, 2005)

1959—Hayford Peirce. *The 13th Death of Yuri Gellaski*. (Betancourt & Company, 2004)

1959—Hayford Peirce. *With a Band and Other Forbidden Delights*. (Betancourt & Company, 2004).

1961—John Irving. *Until I Find You: A Novel*. (Random House, 2005)

1967—Vint Lawrence. *Naked in Baghdad: The Iraq War as Seen by NPR's Correspondent Anne Garrels*, with letters by Vint Lawrence. (Farrar, Straus and Giroux, 2003)

1971—Joyce Maynard. *The Cloud Chamber*. (Simon and Schuster, 2005)

1971—Roland Merullo. *Golfing With God: A Novel of Heaven and Earth*. (Algonquin Books of Chapel Hill, 2005)

1971—Roland Merullo. *A Little Love Story* [a novel]. (Shaye Areheart Books, 2005)

1973—Peter F. Kenworthy. *Bank Job* [a novel]. (Western Reflections, 2005)

1975—Robert P. Jackson, editor in chief. *Supporting*

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1979—Toby Levenson and others. *Bringing Technology Education into K-8 Classrooms: A Guide to Curricular Resources About the Designed World*. (Corwin Press/Sage Publications, 2005)

1982—Pamela P. Kennedy. *Rou's Tips for Basenjis*. With illustrations by Sophie Alness. (Available from www.roudog.com)

1984—Randall Studstill. *The Unity of Mystical Traditions: The Transformation of Consciousness in Tibetan and German Mysticism*. (Brill Academic Publishers, 2005)

1986—Lori V. Lincoln. *The Era of My Youthful Ways*. (Croness Publishing, 2005)

1996—Ketch Secor and others. *Old Crow Medicine Show/O.C.M.S.* [CD] (Network America, 2004)

1998—Jeremy Iversen. *21* [a novel]. (Simon Pulse, 2005)

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1952—Robert Cowley. "Benedict Arnold Wins the Revolutionary War for Britain." IN *What*

Might Have Been, edited by Andrew Roberts. (Widenfeld & Nicolson, 2004 / Phoenix, 2005).

1952—Charles W. Pratt. "Homing," "Prayer for the Small Engine Repairman," "The Gift of Experience" [poems] IN *Atlanta Review's 10th Anniversary Anthology*, edited by Daniel Veatch. (Atlanta Review Spring/Summer 2005, v. XI, no. 21964)

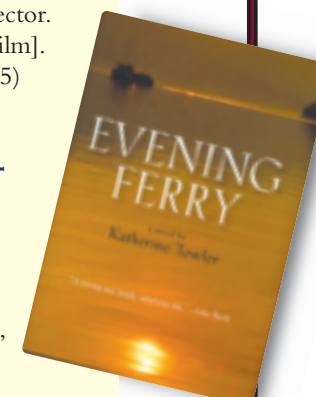
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FORMER BENNETT FELLOW

Katherine Towler. *Evening Ferry*. (MacAdam/Cage, 2005)



DECIPHERING

THE DAN BROWN CODE



A reader's guide to real-life Exonians lurking in the pages of Brown's best-sellers.

By JULIE QUINN



ver the past several years, the *Bulletin* has covered all four novels by Dan Brown '82: *Digital Fortress* (1998), *Angels and Demons* (2000), *Deception Point* (2002) and *The Da Vinci Code* (2003), Brown's wildly popular, intellectually challenging thriller, which has since sold an estimated 36 million copies (and the film version of which is scheduled to hit theaters in summer 2006). While readers the world over find his books impossible to



GREER



TINGLEY



BAGGIA



PRATT



put down, Brown's work offers special rewards to PEA readers, since the author has appropriated the names of Exeter faculty and staff for characters in each of his books.

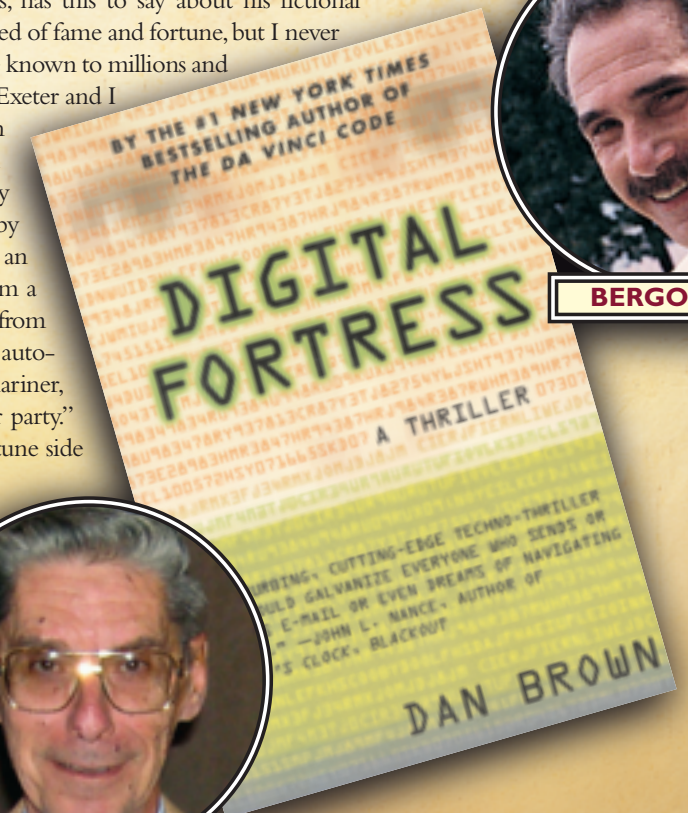
As a service to our readers, we combed all four of Brown's novels in search of "familiar faces." Each time we found one and asked that Exonian for comment, he or she invariably alerted us to others we had missed. We urge you to do likewise, and we'll include your responses in the next issue of the *Bulletin*.

Andre Vernet is a Swiss banker in *The Da Vinci Code*. The real Vernet, an instructor emeritus of modern languages, has this to say about his fictional counterpart: "In my callow youth I dreamed of fame and fortune, but I never imagined that one day my name would be known to millions and millions of people! Some of them live in Exeter and I have been 'outed' by check-out ladies in the supermarket who spot my name on my credit card, by the entire staff of my bank, by employees in the post office, by my periodontist and many others. I had an email from Australia and a phone call from a man I knew in Africa and hadn't heard from for over 40 years. I have been asked for my autograph (in France), and, like the Ancient Mariner, tell my tale compulsively at every dinner party."

But, Vernet adds, "Unhappily, the fortune side of the equation hasn't materialized yet, though one of my sons has proposed to write a book called *My Father, the Swiss Banker*. Alas, not a single word has been written. There is one consolation: I wasn't murdered. When I asked Dan why he



BERGOFSKY



MORANTE



LOOSIGIAN

had to break my nose, he replied, 'Well, I could have killed you!' He's really quite a nice guy."

Aldo Baggia, also an emeritus instructor of modern languages, wasn't so lucky. In *Angels and Demons*, Cardinal Aldo Baggia, summoned to the Vatican to help choose the next pope, comes to a rather grisly end. The real Baggia observes,

"I guess it was flattering to be presented as a cardinal, but somewhat disconcerting to be drowned in a fountain. One never knows what can happen."

Wayne Loosigian is depicted in *Deception Point* as "young, stone jawed, body fit and muscle bound, his chest full of medals." "A couple of years ago," says the real-life Wayne Loosigian, Exeter's director of annual giving, "I arrived home from work to be greeted by my neighbor, 'Good afternoon, Commander Loosigian.' I had no idea what he was talking about until he brought over his copy of *Deception Point*. Dan, with whom I played tennis, had never mentioned to me that I was a stone-jawed jet fighter pilot in his new book! I continue to hear from friends around the country who have just discovered my new occupation while reading *Deception Point*. It's great fun!"

Key to the plot of Brown's first book, *Digital Fortress*, is the Bergofsky Principle. Mathematics instructor **Eric Bergofsky** says, "I have had friends call me on their cell phones from the beach when they have encountered my name in *Digital Fortress*. Because of the uniqueness of my name, they doubt this can be a coincidence, and I tell them it is not. Looking back at my yellowed grade book from the fall of 1978 when I had Dan in Math 12 as a new prep, I can imagine that some of those difficult tests seemed like the unbreakable algorithm that Dan attributes to me in *Digital Fortress*."

Instructor of English **Peter Greer '58** appreciates a connection made possible by

Brown's fiction. "I appear in *Angels and Demons* as a high-school student who is much better at baseball than at English. In the book, my English teacher was a man named Bissell! The connection that Dan created between me and Hammy I very much appreciate. I was never Hammy's student literally, of course—he had stopped teaching English long before I arrived at Exeter. But I would have loved to have been. Indeed, in many ways, Hammy *was* my teacher when I returned here as a faculty member."

Of the *Angels and Demons* character, a Vatican librarian named Padre Jaqui Tomaso, **Jacquelyn Thomas**, the Academy Librarian and James H. Ottaway Jr.



DESROCHERS

'55 Professor says, "It has only enhanced my reputation." Brown writes, "*Il guardiano*, historians called him. Jaqui Tomaso was the toughest librarian on earth."

Concerning his identity as a conspiracy theorist in *Angels and Demons*, Principal **Tyler Tingley** says, "Not only has Dan given me my 15 minutes of fame, but I also know more about the reading habits of my friends than I had ever hoped to!"

MORE CHARACTERS TO LOOK FOR IN DAN BROWN'S BOOKS:

DIGITAL FORTRESS

The man in charge of cryptography is "a lanky chain smoker named Morante," who bears at least a passing resemblance to **Richard Morante** of the classics department.

ANGELS AND DEMONS

Harvard's poet in residence is "a quiet man named Charles Pratt." At Exeter, **Charlie Pratt '52** was a longtime member of the English department and currently serves as coordinator of the Bennett Fellow Program.

Richard Aaronian appears as an ornithologist, a clear case of typesetting for the Exeter biology teacher and noted birdwatcher.

DECEPTION POINT

A scientist called only "Ekstrom," would likely be **James Ekstrom**, an emeritus member of the science department.

Of Zack Herney, President of the United States, Brown writes, "If you met Zack Herney once, you would walk to the ends of the earth for him." Many of his students feel the same way about **Jack Herney** of the history department.

Ralph Sneed appears as an intrepid reporter for *The Washington Post*, while on campus he is a poet and member of the English department.

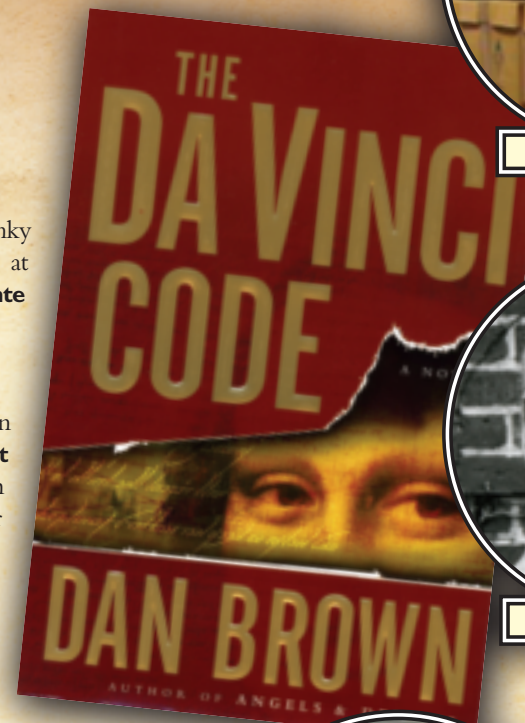
Chris Harper, section manager for the Polar Orbiting Density Scanning Satellite, is the alter ego of **Christopher Harper**, an emeritus member of the science department and former director of the Grainger Observatory.

Easy to recognize is Exeter's director of alumni/ae affairs, whose *Deception Point* doppelgänger is described as "tall and refined, **Harold Brown** was a powerful African-American man."

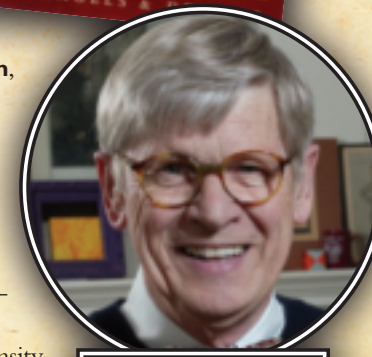
THE DA VINCI CODE

Father Harvey Knowles is a priest at London's ancient Temple Church; in real life, **Harvard Knowles** is an instructor of English at Exeter.

Edouard Desrochers, senior archivist at the Mitterand Library, serves the same role at the Academy Library. ■



VERNET



KNOWLES



EKSTROM



HERNEY



BROWN



A turn-of-the-century gymnastics exhibition.

Our Back Sports Pages

Great moments and milestones, athletes and upsets, coaches and comebacks: an Exeter sports sampler by former *Exonian* sports editor Brian MacPherson '02.



Olympian Harry Worthington '13

In 1905, Exeter's athletic program may have been small in size, but it was central to the life of the school. That was especially true of the three sports that dominated both interscholastic and intramural competition: track, baseball and football.

The first issue of the *Bulletin* devoted almost three pages to the football team, including a breathless account of its victory over Andover. Sports were also centrally located. Exeter's single gymnasium stood just behind the Third Academy Building, and tennis matches were played on the Academy lawn.

Today, Exeter fields 65 interscholastic teams in 19 sports, and features extensive facilities, both indoors and out. How PEA's athletic program has grown and prospered can be glimpsed in this list of just some of the highlights from a century of sports at Exeter. (While most of these highlights appeared in the *Bulletin*, we've borrowed

some of our photos from the *PEAN's* back pages.)

If we've overlooked your favorite sports story, write us at bulletin@exeter.edu. We'll include other great moments in our next issue.

—Editor

.....

1904 Led by halfback Howard Jones, class of 1905, who scores three touchdowns in the game, the football team defeats Andover, 35-10, to complete an 8-0 season.

1905 The lower class cruises to a 20-7 record in the class bowling competition. Bowling continues as an interclass sport until 1919.

T.A.D. Jones '05



1906 Douglas Robbins, class of 1906, wins the 40-yard dash in a time of 5 seconds and finishes second in the 45-yard hurdles to lead the track team to its first New England Indoor Interscholastic title.

1909 At the dedication of the Plimpton Playing Fields, Exeter, which

Clifton Herd '14 (back, left)



had lost nine of its 13 games to that point in the season, defeats Andover for the first time in five years in dramatic fashion, 5-3. Center fielder Clarence Murray, class of 1909, goes

2 for 4 with a run scored, and pitcher Nelson Way '11 strikes out eight in a complete-game effort.

1911 John MacVeagh, class of 1911, caps his storied tennis career with a singles title at the Harvard Interscholastic tournament. MacVeagh would later be awarded the Croix de Guerre, Highest Class, for his service in World War I.

1912 Clifton Herd '14 wins the national interscholastic tennis championship in Newport, RI, after leading Exeter to an easy win

in the Harvard Interscholastic tournament.

1912 Harry Worthington '13 places fourth in the broad jump at the Stockholm Olympics with a leap of 7.03 meters. Exeter will go on to produce more than 20 Olympians—in rowing, sailing, kayaking, skiing, hockey, track, riflery and fencing.

1913 Morrison Orr '14, Joseph Walker '14, Rupert Radford '15 and Lawrence Williams '14 win the national title in the one-mile relay at the Penn Relays in Philadelphia.

1913 The first Exeter hockey team takes to the ice—intermit-



The undefeated 1904 football team

tently, as poor ice conditions force the cancellation of several scheduled games. Exeter defeats Boston Latin, 9-0, in its first game.

1913 Crew is revived as a varsity sport after a 30-year hiatus, and the team defeats Middlesex in three of the four races between the two schools.

1913 After having lost eight straight years to Andover, the Exeter football team—guided by new coach T.A.D. Jones, class of 1905 (and twin brother of halfback Harry Jones, also 1905)—rolls to a 59-0 win over the Blue. Fullback Thomas Enwright '14 scores four touchdowns. Before leaving Exeter to accept a coaching position at Yale, Jones leads the football team to three straight undefeated seasons.

1914 The first hockey rink at Exeter is erected on the Plimpton Fields, and extra home practices propel the boys in red to a 4-1 win over Andover at the Boston Arena.



Crew is revived in 1913 after a 30-year hiatus.



Thompson Gymnasium, dedicated February 22, 1918



Basketball becomes a varsity sport, 1920.



Raymond Coombs '29

1915 Coach George Connors and his dominant Exeter track team win a sixth straight New England Interscholastic title.

1917 The golf team completes an undefeated season with a 21-16 win over Middlebrook High School.

1918 Thompson Gymnasium, a brand-new athletic complex including a basketball court, a baseball cage, a 75-by-26-foot swimming pool, two bowling alleys, and locker rooms, is dedicated.

1918 Exeter baseball goes undefeated for the fourth straight season, and its 10-1 win over Andover completes a clean sweep for Exeter in major sports (football, track and baseball) against the Blue.

1920 In its first varsity basketball game, Exeter falls to Cushing by a score of 62-22. Exeter's first win would come in its next game, a 23-18 triumph against Reading High.

1921 Exeter swimmers defeat Andover for the first time, with Richard Hayes '21 winning both the 100-yard and 200-yard races. The school's first swimming star, Hayes would hold school records in the 50, 100, 200 and the 200 relay when he graduated.

1923 Percy Rogers joins the Exeter faculty as an instructor in

French and Spanish, and commences a storied career as coach of both the tennis team (for 29 years) and the hockey team (25 years).

1926 Raymond Coombs '29 first makes a name for himself with a two-run triple in the ninth inning that gives Exeter a 7-6 victory over Andover, and three years later culminates his baseball career with a home run in his final at-bat. He also captains the football team, wins the 440-yard dash in dual-meet competition against the Blue during his senior year, and serves as president of his class three times.

1927 In his third year as team captain, Phillips Finlay '27 wins the Eastern Interscholastic golf title and leads his Exeter team to an undefeated campaign.

1929 Exeter's new football stadium is dedicated at the 50th annual game against Andover. Exeter wins 14-7, and the first touchdown is scored by Bill Clark '31, who



Fencing becomes a varsity sport, 1936.

will later return to Exeter as a math instructor and as coach of the football team from 1939 to 1956.

1930 In the first varsity soccer season, the Exeter team beats Harvard but drops a 1-0 decision to a strong Andover squad.

1931 The squash team goes 4-4 in its debut season, including a thrilling 3-2 win over St. Paul's. Team member Germaine Glidden '32 will later win six national championships.



1933 Both the basketball and swimming teams go undefeated and win their first New England championships, and on the baseball field in the spring, Exeter again emerges with a championship, as pitcher John Batten '33 helps his own cause with a home run against Andover to lead Exeter to a 3-1 win.

1933 Bill Bonthron '30, now a junior at Princeton, breaks the world record in the following year; he sets a world record in the 1,500-meter run.

1934 Wrestling makes its appearance as a varsity sport, battling Andover but losing, 14-12, in

185 record, earns the respect and devotion of several generations of track and cross-country athletes who want to "break the record for Ralph," and lives to see the dedication of Lovshin Track in 1986.

1936 Fencing becomes a varsity sport under the aegis of history instructor Norman McKendrick.

1939 Launched just four years earlier by Latin instructor Norman Hatch, "who gathered together a group of boys interested in a lacrosse 'experiment,'" the varsity lacrosse team wins its first New England title, notching a 16-2 win over Andover in the process. Captain Bob Hulburd '39 will later become head coach at Andover and



Coach Rogers and Clyde Barker '50 (center)

establish a lacrosse dynasty there.

1939 Red Rolfe '27, who played baseball at Exeter after a stellar career at Penacook High School, hits .329 with a league-leading 213 hits and 46 doubles as the starting third baseman for the New York Yankees.

1939 The football team goes undefeated in its first season with Bill Clark '31 at the helm.

1943 The Academy's new rifle range, located in the basement of the Academy Build-

ing, is dedicated in memory of Army Air Force Captain William Mulvey '33, who was a member of the Rifle Club during his student days. James Smith '49, who learned to shoot in the 50-foot range, later competes in the 1956 Olympics.

1943 Coach Frank Kanaly introduces cross-country running as a regular fall-term sport.

1945 Ted Seabrooke joins the Exeter faculty as varsity wrestling coach, a position he would hold until 1976, during which time his teams compile a legendary 24-8 record against Andover. Seabrooke also serves as football coach from 1957 to 1961, lacrosse coach from 1965 to 1962 and director of athletics from 1971 to 1980.

1947 In the first New England Interscholastic Rowing Association regatta, Exeter's four rows to the title under the leadership of Coach Charles Swift '31.

1949 With faculty members Bill '24

and Bob Bates '29 serving as coaches, skiing becomes a varsity sport, replacing fencing. Team members include Tom Corcoran '50, a "consistent winner in slalom." In 1960, Corcoran will place fourth in the giant slalom at the Squaw Valley Olympics.

1950 After setting national records at his high school in Rhode Island, Kerry Donovan '51 arrives at Exeter and quickly establishes himself as arguably the most dom-



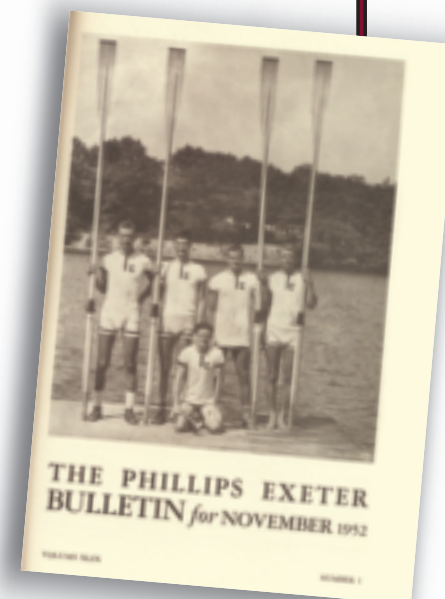
inant swimmer the school has ever seen. He later would win an NCAA title in the 50-yard freestyle while at Yale.

1950 The tennis team captures its third straight New England championship, led by Clyde Barker '50, who wins the singles title.

1952 Exeter's four—Sten Lium '52, John Antholz '52, Frank Gutmann '52, David Wight '52, and William Becklean '54—reaches the 2,000-meter semifinals at the Olympic rowing trials after winning the NEIRA regatta. Four years later, Wight, Becklean and Robert Morey '54 will row to gold medals at the Melbourne Olympics as members of the Yale crew.

1954 A new outdoor hockey rink—the first in Exeter history to boast refrigeration equipment—opens in time for the start of hockey season. A dedication ceremony held February 13 includes a performance by Olympic figure skater Dick Button, and a thrilling win for the hockey team, who upset the Harvard freshman squad 4-2.

1954 The track team concludes one of its most successful seasons ever, winning the Interscholastic championships and scoring a sizable victory over Andover. Hunter Cook '54 wins the pole vault in each of six meets, and co-captain Robert Storey '54, coming back from a leg injury, wins the high hurdles in the



The 1952 Exeter four competes in the Olympic trials.



Ted Seabrooke

Exeter gets artificial ice, 1954





The unstoppable '56 backfield, with Coach Clark

Andover meet, breaking a school record in the process.

1955 The five-man varsity squash team—Charles Hamm

the season, and nearly every member of the starting lineup goes on to play college football—except Edmunds, who becomes a star in track.

1959 Pete Kelley '59 scores 52 points to propel the basketball team to an upset win over previously unbeaten New Hampton; Kelley would average more than 30 points for the entire season.

1962 For the second time in three years, Exeter's first three boats sweep the NEIRA regatta.

1964 End Carter Lord '64 blocks a field goal at the horn to seal Exeter's 9-8 win against

Trusses for Love Gym arrive in Exeter.



'55, Richard Hoehn '55, Charles Kingsley '55, Peter Lund '55 and Charles Poletti '56—sweeps through an undefeated season and wins Interschols, capping a three-year 27-2 record for coaches George Bennett '23 and Hammy Bissell '29.

1956 Considered by many to be the greatest team ever to wear the red and gray, Coach Bill Clark's final football team has an undefeated season behind the leadership of quarterback Charley Ravenel '57 and running backs Dick Edmunds '57, Dick Eustis '57 and Art Spiegel '57. In the final game of the season, Edmunds scores three touchdowns to lead the Big Red to a 45-6 trouncing of Andover. The team sets a record with 301 points scored during

Andover, its first victory against the Blue since 1956.

1964 Exeter competes in the Henley Royal Regatta on the Thames River in England for the first time—its four reaches the semifinals.

1968 With the wrestling team down three points with one bout remaining in the New England

tournament, Art Smiley '68 pins his opponent and gives the Big Red an undisputed championship, its third straight. Smiley goes undefeated in the heavyweight division during his three-year career.

1969 Alan Estey joins the Exeter faculty as football coach, and remains active in the athletic department until his death in December of 2002.

1969 Exeter's expansive new gymnasium opens, with two indoor ice rinks, three basketball courts, 12 squash courts, a swimming pool with gallery seating, a weight room and greatly expanded locker-room facilities. In 1980, it is rededicated as the George H. Love Gymnasium.

1970 Exeter's first girls interscholastic competition takes place on October 21, when the field hockey team plays the Harvard junior varsity squad.

1971 Water polo becomes a varsity sport at Exeter under the leadership of Coach Roger Nekton, who began working at Exeter in 1963. Since its inception, the team has won 21 New England titles, and Nekton also has led the boys swimming team to 14 titles in the last 15 years.

1971 Quarterback Mike Lynch '72, now a sportscaster with WCVB-TV, leads Exeter to a 30-20 victory over Andover after



National veterans champion Germain Glidden '32 and members of the undefeated '55 squash team

facing a 20-3 deficit in the first half, one of the greatest comebacks in the history of the rivalry.

1972 Linda Luca founds the PEA dance program.

1973 Girls sports programs gain a champion with the arrival of Kathy Nutt, who joins the physical education department and becomes coach of the girls swimming, field hockey and lacrosse teams. (In 1977, with her marriage to fellow coach Roger Nekton, she becomes Kathy Nekton.) From 1983 to 1989, she serves as chair of the physical education department, the first woman to hold that position at Exeter.

1973 Elizabeth Trupin '74 wins two New England championships (in the 100 breaststroke and the 100 individual medley) for the girls swimming team in its first year of existence.

1973 Under Coach Arthur Gilcreast, Exeter's three varsity boats—eight-person shells since 1969—sweep at the NEIRA regatta.

1974 Inspired by new varsity coach Bill Dennehy, the boys soccer

team begins a run of 18 straight undefeated contests—nearly a season and a half without a loss.



PAUL GOLDENHEIM '68

team begins a run of 18 straight undefeated contests—nearly a season and a half without a loss.

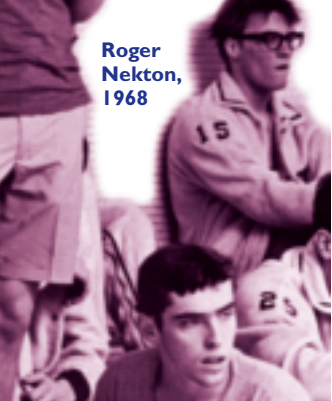
1974 Coach Susan (Jorgensen) Herney forms the girls varsity track team, and team member Linda Lanton '74 sets a 100-yard dash record that stands for over a decade.

1975 The boys cross country team completes its second straight undefeated season behind Richard Samaha '76, who breaks Exeter's course record by 14 seconds.

1978 Math instructor Eric Bergofsky—a member of the 1970 national championship lacrosse team at Johns Hopkins—becomes head coach of the boys varsity lacrosse team. Over the next 27 years, his teams compile a 255-142 record.

1978 With Coach Rick Parris at the helm, Exeter girls cross country wins its first-ever race, a 24-31 defeat of St. Paul's led by Betsy McKay '79, and finishes fourth of 12 teams in its debut at the New England Interschols. Parris will serve as head coach for the next 24 years, guiding his team to multiple New England titles.

1979 Exeter girls swimmers earn All-America honors for the first



Roger Nekton, 1968



The undefeated '74 boys soccer squad

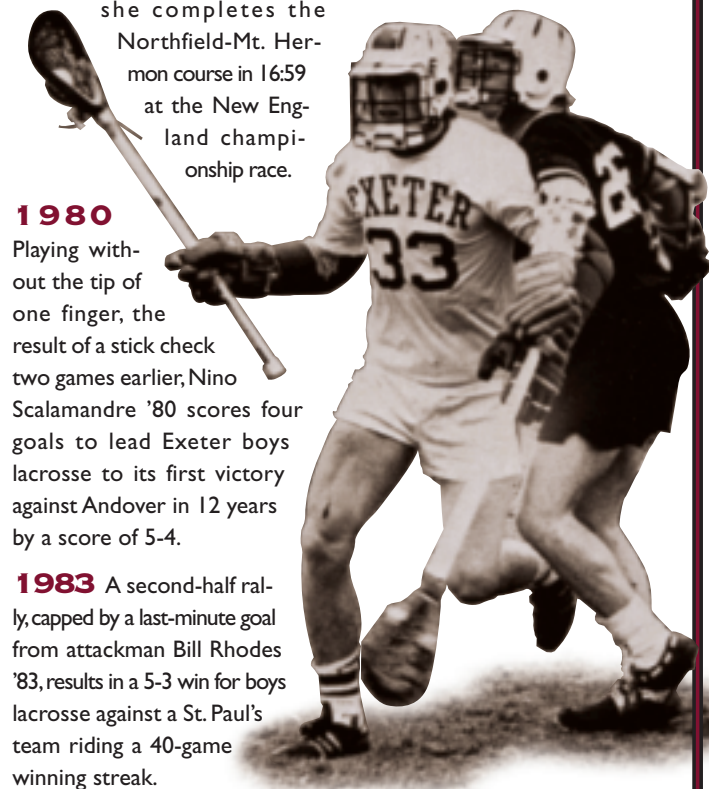
time, and in four events to boot: the 100 backstroke (Margaret Timothy '80), the 100 breaststroke (Jennifer Chase '81), the 200 medley relay, and the 400 freestyle relay.

1979 Miranda Hope '83 becomes the first Exeter girls cross-country runner to break the 19-minute mark when she completes the Northfield-Mt. Hermon course in 16:59 at the New England championship race.

1980 Playing without the tip of one finger, the result of a stick check two games earlier, Nino Scalandre '80 scores four goals to lead Exeter boys lacrosse to its first victory against Andover in 12 years by a score of 5-4.

1983 A second-half rally, capped by a last-minute goal from attackman Bill Rhodes '83, results in a 5-3 win for boys lacrosse against a St. Paul's team riding a 40-game winning streak.

1984 Three Exonian rowers each win silver medals in the Los Angeles Olympics: Anne Marden '76, as a member of the women's four; Jon Smith '79, as a member of the men's four with coxswain; and Andy Sudduth '79, stroke for



Nick Scalandre '80



Leader of the pack Fiona Bayly '85

the men's eight. Four years later, all three will qualify for the Seoul Olympics, and Marden and Smith will both medal again.

1984 Fiona Bayly '85 finishes first in every cross-country race



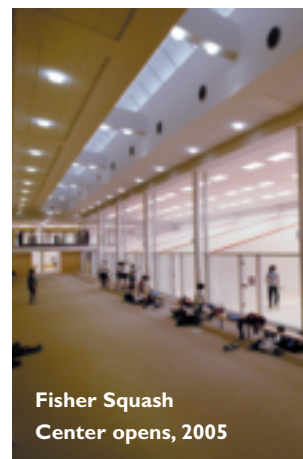
New England champs: '90 girls basketball

she runs, including Interschols, the first individual title captured by a member of the girls cross country team.

1985 Demer Holleran '85, who will later win an astounding 19 national titles, helps lead Exeter's girls squash team to its third straight Interschols title.

1985 Exeter wrestlers, guided by Coach Dave Hudson, win the New England Class A championship, a title they will fail to recapture only twice in the next 12 years.

1988 The girls third boat wins at the NEIRA regatta, the first New England title in the 17-year history of the girls crew program.



Fisher Squash Center opens, 2005

1990 Led by twins Allison and Angie Palmer '91, the girls' basketball team tops previously undefeated Suffield to win the New England title for Coach Rich Mahoney '61.

1990 Rei Tanaka '90, a two-time Most Valuable Player on the Exeter wrestling team, wins the national championship.

1990 The William G. Salton-stall Boathouse is dedicated.

1992 Under Coach Malcolm Wesselink, Brandon Williams '92 completes a streak in which he scores in double figures for the boys basketball team in 36 straight games. Williams later would go on to win an NBA title with the San Antonio Spurs.

1992 Gwyn (Hardesty) Coogan '83, runs the 10,000-meter race at the Barcelona Olympics. Hardesty later marries fellow Olympian Mark Coogan, and joins the Exeter faculty in 2002 as a math instructor and cross-country coach; Mark Coogan becomes boys cross-country coach in 2004.

1992 Coach Scott Saltman establishes volleyball as a girls club sport, and led by hitters Lisa Grant '93 and Mandy Begay '93, the club team defeats the Andover varsity by a score of 3-1. The next year, volleyball becomes a varsity sport; in 1994, Exeter wins the New England prep title.

1993 Cycling debuts as a varsity sport. Samuel Kidston '94 would win the team's first two Most Valuable Player awards.

1993 Brooke Killheffer '94 is named to *The Boston Globe's* All-Scholastic field hockey team.



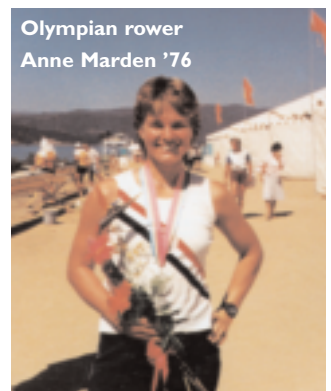
1994 Rachel Weatherspoon '95, Malindi Davies '94, Tanya Tivorsak '97 and Kelly Gittlein '96 combine to swim the 200 medley relay in 1:49.89—a New England prep school record that still stands.

1994 All three girls crew boats win the NEIRA title.

1996 After losing at rival Milton in the regular season, the girls tennis team defeats the Mustangs when it counts—the New England Tournament—to win its second straight title.

1996 The boys crew first boat, under Coach Lawrence Smith, wins the U.S. Junior National Championship in Cincinnati.

1996 Redesigned by architect Roberto Einaudi '56, the football facility is dedicated as Phelps Stadium in honor of Stan Phelps '56.



Olympian rower Anne Marden '76

1998 Jennifer Shein '01, Michelle Phillips '01, Linda Tivorsak '00 and Jackie Errecart '98 break the school's 400 freestyle relay record with a time of 3:37.99, securing Exeter's second straight New England championship for Coach Jean Farnum.

1999 Josh Prudden '99 scores in overtime against Deerfield to give the boys hockey team and Coach Dana Barbin their first New England championship.

1999 Sam Fuld '00, who would graduate as the most decorated baseball player in the history of the

National wrestling champ Rei Tanaka '90



New England champs: '94 girls crew

school, hits .580 and also wins three games as a pitcher to lead his Big Red team to a New England title.

1999 The Exeter girls soccer team upsets top-seeded Loomis in a near-blizzard. The Big Red would reach the final of the New England tournament before falling to eventual champion Milton.



Boys crew wins the junior nationals, 1996

2000 Behind the stellar performance of Lisa Davis '01 in goal and the coaching of Lee Young '82, the girls hockey team wins its first New England championship.

2000 Exeter's 4x800 relay team (Terry Panetta '00, Ross Tucker '01, Nathaniel Harding '00, and Rob Hulick '00) wins the national championship with a time of 7:46.24, the third-fastest high school performance of all time.

2000 In her final season, Tei Carpenter '01 propels the girls volleyball team to an upset win over NMH to give Exeter its first New England championship. Carpenter still holds Exeter career records for serves, hits, kills, touches and stuff blocks.

New England champs: '00 volleyball



2002 Girls water polo makes its debut as an official varsity sport. Alex Marin '02 earns MVP honors in the team's first season.

2002 Down two goals with three minutes remaining, Exeter boys water polo rallies to defeat Loomis Chaffee and win its sixth straight New England title. Entering the 2005 season, the water polo

team has won seven straight New England titles and 21 in the history of the program.

2003 Five Exeter wrestlers—Jon Dolan '03, Chid Iloabachie '03, Victor Mocco '06, Lars Ojukwu '03 and Matt Stolpinski '03—place in the top six in their weight classes at the national prep school tournament.

2003 In the 125th year of baseball at Exeter, Coach Bill Den-

nehy's team wins the New England prep school league championship.

2003 Seven out of eight Exeter fall teams compete in New England tournaments, and four bring back titles: boys and girls cross country, boys water polo and football, which, under the leader-

ship of Coach Bill Glennon, has its first undefeated season since 1956. Matt Polhemus '04 scores three touchdowns as Exeter football trounces Andover by a 44-0 score. Big Red goes on to defeat Kent, 46-34, to win the New England championship.

2004 Exeter girls crew enters the Women's Henley Regatta for the first time—the four reaches the semifinal before losing to the University of Rochester.

2005 Fisher Squash Center and the Athletic Training Center open, part of an ambitious upgrade of Love Gym's facilities.

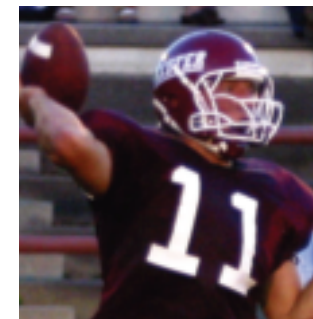
2005 Lauren Brady '05 dives into the record books during her four years at Exeter, breaking her own 500-yard freestyle record twice and her own 200-yard individual medley record three times, and winning both events at the New England championships in March. Out of the pool, she captures the individual title at the 2004 girls cross country New England championships with a run of 19:57.

2005 Hilary Coder, the long-time head of both the indoor and outdoor track programs, achieves a career milestone when the boys and girls track and field teams each win the New England championships. ■

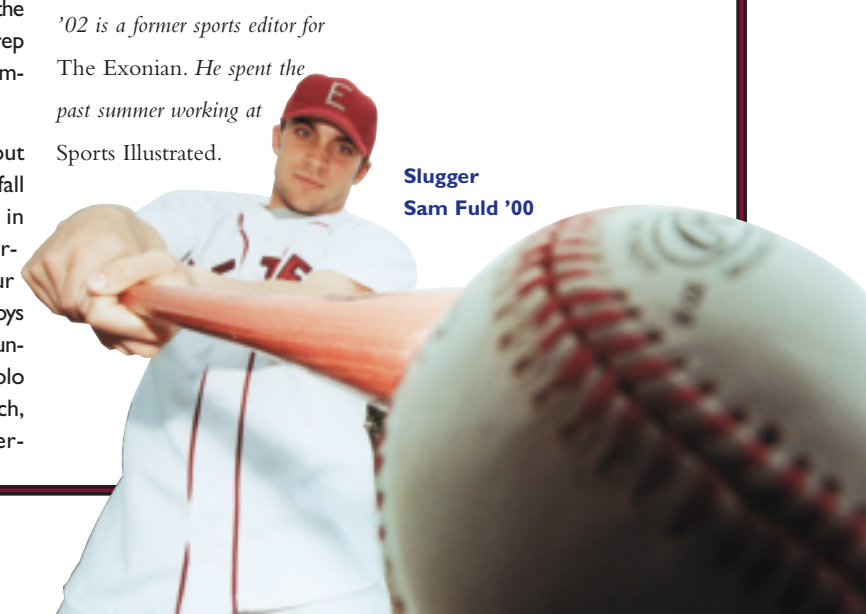
Now a senior at the University of North Carolina, Brian MacPherson '02 is a former sports editor for *The Exonian*. He spent the past summer working at Sports Illustrated.



Brandon Williams '92 went on to play for the San Antonio Spurs.



Quarterback Matt Polhemus '04 scores three touchdowns against Andover.



Slugger Sam Fuld '00

SCHOOL TIES, OLD AND NEW

CLASS CORRESPONDENTS FOSTER BOARDMAN '41 AND ELISA CHEN '04
COMPARE NOTES ON EXETER

Not in any way to slight the rest of *The Exeter Bulletin*, but let's face it: The class notes section is undeniably the first- and most-read part of the magazine. And of course, it doesn't happen by itself: in all, 107 men and women assemble the news from the 76 classes covered in that section, under the watchful eye of Janice Reiter, who has served as class notes editor since 1981.

These men and women behind the curtain are as varied as the Exeters they have attended. From the stricter, all-male Exeter of correspondent Foster Boardman '41—who, having held the position since 1962, is the *Bulletin's* longest-serving correspondent—to the more humane and diverse school experienced by Elisa Chen '04—a former senior editor of *The Exonian* who is among the *Bulletin's* youngest recruits—PEA itself has come a long way, baby.

"It was hard in many ways, sort of a sink-or-swim place, and a little cloistered, perhaps," Boardman recalls of his days at the Academy. "I think today the instructors go out of their way to become a lot closer to the students. Formerly, they were a lot more disciplinarian than they are now. They were giants in a sense; we were very much in awe of them. They all had very strong personalities, one way or another. I happened to live above Mr. Curwen, unfortunately enough. He would threaten to remove your door if you made too much noise."

Door removal was no longer a common practice when Chen moved into Dunbar Hall in 2000, and she characterizes her four years at the Academy as "a great experience, with all the usual ups-and-downs that help a person develop. Exeter really made me start to consider all the angles and not be so quick to judge things or peo-

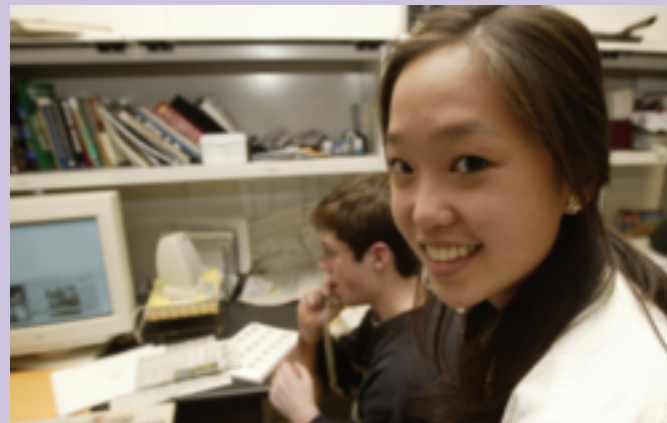


ple," declares Chen, who is from Dublin, OH, and now attends Northwestern University. "Another thing that I loved was that everyone had something they were passionate about, whether it was academics or sports or an extracurricular activity."

Boardman, a retired insurance broker now living in New London, NH, has a keen appreciation for the Academy's sense of structure. Exeter "instilled a sense of responsibility and punctuality that's carried over," he says. "You got your assignments and you did them, no excuses. If you didn't do them, you didn't stick." You have to remember, he adds, that Pearl Harbor was

Foster Boardman '41 (above) is the Bulletin's longest-serving correspondent, while Elisa Chen '04 (right, opposite page) is among the newest.

attacked four months into his freshman year at Harvard, interrupting his college education for three years, and the discipline of Exeter was reinforced by—and even vital to his success in—the Army. "We all went off to war. I was in combat overseas quite a while, and fortunately came back in one piece," says Boardman, who was a rifle platoon leader. "About 90 to 95



percent of our class served in the armed services. That makes a great amount of difference. The Army and Exeter were the two things that really shaped my life."

If Boardman and Chen are separated by time, the job of class correspondent unites them. "I like being class correspondent because it gives me a good excuse to keep in touch with classmates with whom I never spoke while at Exeter," Chen says. "Since I've graduated, I've run into a lot of those people, the ones with whom I barely had any contact at Exeter, and I'm able to instantly connect just because of this one bond."

Boardman agrees. "If you're traveling, you might look up classmates, give them a call and have lunch, something you might not have done otherwise," he says.

Both express disappointment that some classmates have excised their Exeter experiences from their lives. "It is frustrating to know that while some people are willing to keep in touch, there are a few who are willing to completely sever their ties to the Exeter community," Chen says.

News, of course, also differs across the generations. Boardman aims for "as few obituaries as possible," while Chen writes about which majors her

classmates have chosen. And their methods of newsgathering also reflect the times they grew up in: Chen relies on email (and, increasingly, on facebook.com, a popular online directory for college and high school students that was created by Exonian Mark Zuckerberg '02), while Boardman

"When I became correspondent, people had jobs and young families. Then, first thing you know, they were beginning to retire. Now they write about their travels and their grandchildren, who are often adults themselves. That's mostly what people in my age group do. It's hard to say they've come up

'You do learn from your classmates as you see them through the years. Some of them prosper, and some of them don't. You just watch people and hope for the best.'

—Foster Boardman '41

depends more on the phone and the postal service. This has its difficulties. "The Academy really needs to start a penmanship program," Boardman says with a laugh. "Sometimes I find it very difficult to read my classmates' handwriting. I have to look at the postmark to see where the letter came from to pin down who sent it."

Boardman's view of his classmates' lives is naturally far more complex, given the years he's had with them.

with any new inventions." He laughs. "But you do learn from your classmates as you see them through the years. Some of them prosper and some of them don't, and it's hard to tell who is going to do which. Sometimes the big man on campus has Alzheimer's or a bad hip, and the quiet fellow who played tennis is now the head of a corporation. You just watch people and hope for the best."

—Susannah Clark '84

A FEW NOTES ABOUT CLASS NOTES

By Susannah Clark '84



Susannah Clark '84

"Whatever you live is Life. That is something to remember when you meet the old classmate who says, 'Well, now, on our last expedition up the Congo—'"

—Robert Penn Warren

How to explain the undeniable allure of class notes? They can, of course, be simplistic and farcical. They can make you feel profoundly inadequate, like when a classmate writes in about his or her third ascent of Everest—without oxygen—or when a photo reveals that you're apparently the only one in your class who wasn't invited to so-and-so's wedding.

But speaking as someone who has kept up with her classmates and their various ascents for more than six years, I can vouch that class notes are oh, so much more than that. Somehow, beyond all the weddings and babies and promotions and travels, the sum is a whole lot greater than its parts. Nor am I alone in this feeling. "It's rewarding to reconnect with friends and acquaintances to see what they've done with their talents and interests," says Bart McGuire, correspondent for the class of '59, "to sense how our shared experiences have shaped us, connected us or divided us."

There is, of course, a grind to the job, but that appeals to my inner obsessive-compulsive. Very significant organizational skills are required to keep track of who wrote in when and what they said (and here I utter a little prayer of thanks for Microsoft Outlook). But what makes a good column is indeed an art, and every correspondent seems to have a slightly different take.

Correspondent Liz Anderson '89 says, "I think it's disappointing when a column is merely a litany of the adventures of a columnist's old Exeter social circle, or yet the latest quarterly update from the person who always answers any request for news, no matter how slight the change in his or her circumstances. A good column includes a variety of news from a variety of classmates from many walks of life. Hopefully, that includes news from people who haven't written in in a while, and news from people who are doing unusual things."

McGuire takes a different tack: "A good column, especially for older classes like mine, focuses on three to five classmates and helps to bring out their development in recent years (or even since graduation)—their interests and careers and goals, their passions, their ups and downs," he says. "That may require several paragraphs per classmate, but in my view it's well worth the effort because Exeter graduates tend to be interesting, intelligent, passionate and eager to contribute—to their families, their communities, the environment, the public weal. The raw materials for each classmate were often visible, if masked by our adolescence and insecurities, when we were at Exeter. A good column indicates how a few classmates have used and refined those raw

materials to shape their personalities and choose their activities."

For correspondent Kelly Teevan '69, a good column includes "the voices of classmates, not mine. Lots of names, longer entries and no showing off. I like classmates reporting on classmates because they can give a point of view; they can tease each other. I try to avoid in-jokes and unshared PEA experiences. What I prefer are people's thoughts, reflections, greetings or invitations, as opposed to news."

I find it striking that Teevan is less concerned with actual news, because I am veering in a similar direction. What people *think* can be far more interesting than what they *do*. Another interesting discovery that comes with being class correspondent: people are not who we may have thought they were. We are, mercifully, well past the age when hormones clouded our views of each other. Part of high school is defining yourself, which, no matter how bright you may be, is often done by excluding or categorizing others. Class notes can help us see each distinct tree in the forest—similar in some ways, but nonetheless unique. Shane Kramer '92 says that the experience of serving as a class correspondent has "humanized people. School lumps everyone together, but now I get these individualized responses and realize I'm among people who are smart and interesting. It's drawn me closer to many of them."

Adds Teevan, "When I was at Exeter, I didn't understand people or families, I didn't know how to relate to people. I wouldn't have thought that some big shot could actually be a good person. We did a lot of prejudging; now we get to do a little post-judging."

The job has certainly made more of a philosopher out of me. I've gained a more global perspective of my life by watching us grow up together (well, maybe not all of us), observing the changes in the ways we view life and success and our priorities. The universality of life is deeply comforting, and at the same time the uniqueness of each individual road is also inspirational. As I grow older, I don't feel the need to try to impress; I have the confidence to believe that I have something valuable to contribute regardless of how ordinary my life seems to be (the lessons of the Harkness table coming home to roost?). "Everyone has trouble; everyone suffers losses," Teevan notes. "Through this, we help each other discover the truth about our own lives."

In a way, I feel we are all brothers and sisters. We have a significant commonality in our past. We all went through something together that was difficult and formative, something that has shaped who we are today. My fervent, urgent and perhaps even futile wish for my days as correspondent, however long they last, is that I hear from everyone in my class. As hokey and ridiculous as it may seem, I really do want to know how everyone is, what everyone is thinking about, what everyone feels about what they're doing today and how they lived at Exeter. Class notes should celebrate our selves, our connections, our thoughts, our attitudes and their evolution over time. We are all in this together, and we have a lot to learn from each other. Please write. We'd really love to hear from you. ■

FRED CARLSON